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Report of the Superintendent of Public Instruction

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Biennial report of the Superintendent Public Instruction, <1870>

Annual report of the State Superintendent of Public Instruction, <for the year ending June 30, 1878>

Biennial Report of the State Superintendent of Public Instruction … <for the school years 1879 and 1880, for the years 1883 and 1884>

Report of the State Superintendent of Public Instruction of the State of Arkansas, <for the two years ending June 30, 1882>

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ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC INSTRUCTION

FOR THE YEAR ENDING JUNE 30, 1878.

Little Rock:
PRINTED BY A. H. SEVIER, PROPRIETOR "GAZETTE" BOOK AND JOB PRINTING HOUSE.
1878.

Department of Public Instruction,
Office of Superintendent,
Little Rock, Ark., October 31, 1878.

Hon. W. R. Miller, Governor of the State of Arkansas:

Dear Sir: I have the honor to transmit herewith my Annual Report for the School Year ending June 30, 1878. Pursuant to your suggestions, I have embodied in it my report for the year ending June 30, 1877.

Very Respectfully,

GEO. W. HILL,

State Superintendent Public Instruction.

REPORT

OF THE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

It is gratifying to me in presenting this, my third, annual report, to record marked

EDUCATIONAL PROGRESS,

during the scholastic year just past. There are many evidences of this progress, some of which, in addition to the statistics which accompany and form a part of this report, I give in detail below.

First—There has been quite an increase in the number of districts which have voted the five-mills tax on the dollar, the maximun allowed by the Constitution. In Ouachita county, where only two or three districts voted a district tax for the year 1876, twenty-three districts voted a five-mills tax in 1877 for the current year. In Clay county one district voted a five-mills tax for the public schools in 1877, while for the current year seventeen districts voted the said tax. These are only two of many examples that might be given of progress in this respect.

Second—There is a more general demand for better teachers. A truer appreciation of the dignified and transcendently important work of the educator—the moulding of human destinies—

is assuming life in the popular mind. In consequence of this fact, different schools are adding to themselves the Normal feature for the professional training of classes of teachers. Many excellent teachers, having emigrated from other States, are now laboring with us in erecting the temple of free education.

Third—There is a disposition to agitate, to say the least, the matter of popular education. Our people are talking about, writing about, thinking about the subject. It is discoursed upon by our political leaders and speakers. It is discussed by our conventions called together to consider measures for the public good. It is exposed to public view in our newspapers. It is a frequent topic of conversation around the hearth-stone. This thought, this intellectual gestation of our educational interest, is what we desire. The result of the parturition cannot be other than wholesome. Education by the State has nothing to lose, but much to gain, from investigation. Let thought and research, then, bring their brightest torches to its examination.

Fourth—More interest has been shown in the annual district school meetings. There has been a larger attendance of the electors at these meetings. A smaller number of districts have failed to hold these meetings and do the annual work of the districts. A closer conformity to law has marked the conduct of these annual meetings. Electors have been more interested in the character of their district officers.

Fifth—Electors in school districts, beginning to realize that "Eternal vigilance is the price of liberty," and also the price of a wise management of the educational interests of their district, have been more watchful in regard to the acts of their educational officers. Neglect of official duty has had less chance to sleep undisturbed. Unwise expenditures of school funds have been less frequent.

Sixth—In addition to the greater faithfulness of educational officers secured by the watchful eye of public sentiment, there has been increased efficiency in office, from the fact that educational officers have perceived more clearly the responsibilities of their position. They have felt more sensibly the weight of the obliga-

tions resting upon them. To this clearer perception of their responsibilities they have been helped by the activity of public thought in regard to education, their own minds being infected with the excitement which has seized upon the minds of others.

Seventh—The reports from Directors and County Examiners have been not only fuller, but more promptly made. Some few reports from County Examiners were received even before the time prescribed by law. These facts evince a healthful condition of affairs, and augur better things for the future.

Eighth—More reliance is placed upon our free schools for the education of the youth of the State. There has not been so much need of subscription schools as heretofore. Our free schools are more generally patronized by the so-called "better class" of citizens. Prejudice on the ground that the free school is, socially, too democratic, that it occasions too promiscuous a mixture of the various classes of society, is waning. Our free schools are being recognized as the peers in efficiency of private schools, maintained by an equal expenditure of means. Indeed, in many cases—as in Little Rock, Pine Bluff, Helena and other places—they are greatly superior.

Ninth—The teachers, feeling the importance of co-operative thought, of interchanging views, of comparing experiences, are organizing into Teachers' Institutes and Associations. In addition to the Normal District Institutes, which the State Superintendent is required to hold annually, most of the counties have county institutes. Some of these county institutes meet semi-annually, others quarterly, still others oftener. Hence, teachers are obtaining some idea of their work; poor ones "going to the wall," good ones coming to the front.

Tenth—Words of cheer are sent me from school officers, teachers and parents in different parts of the State. These words of cheer tell of more favorable sentiment, increased public confidence, greater promptness, intelligence and energy in office. They furnish inspiration for additional effort in the future.

Such is a partial summary of the evidence of progress in our educational interests. To influence, to some extent, public

sentiment—the matrix from which is born the success or failure of all public enterprises—so as to favor our educational advancement as mnch as practicable, I have performed the following

PERSONAL WORK:

In 1877 I traveled 4500 miles. I passed through forty-three counties; through most of them twice. I visited forty-four towns. I delivered fifty-five educational addresses. I held thirteen institutes. I kept up an educational department in two papers, in which space was offered me, and furnished therefor three hundred pages of manuscript. I visited and addressed schools wherever practicable. I answered two thousand letters of inquiry. Similar work, though somewhat less in amount, I performed in 1876 and during the present year.

A short time before the fall of Jerusalem a remarkable individual was seen running around upon the walls of the doomed city, crying, ever crying: "Woe! woe! woe!" till the cry reached and thrilled every heart. From the platform, in the school-room, in the teachers' institute, with tongue and with pen, like this Jew, but with less enthusiasm, I have endeavored to impress upon the popular mind "Educate! educate! educate!" till public sentiment, I have reason to believe, has not been entirely uninfluenced thereby.

Conscious of the need of aid in favorably disposing public sentiment, I have applied to the teaching and editorial force of the State for their co-operation with me. This co-operation has been very kindly granted, and is, I trust, the earnest of increased prosperity in our educational interests.

The success of our educational system depends, perhaps, as much upon our

TEACHERS

as any other one feature, probably more. The school law provides that the teacher must believe in the existence of an overruling God. It assumes that the Atheist is not so likely to advance the interests of the youth, and hence of the State, as the Theist. Certainly the obligations of the educator to the edu-

cated acquire additional strength from the consciousness that said obligations are owed to a Supreme Being also. The Theist furnishes an additional guarantee that he will discharge his duty in his known amenability to a wise and holy One, who will judge him for his conduct.

No one can lawfully be a teacher in the public schools who is guilty of "profanity, drunkenness, gambling, licentiousness, and other demoralizing vices." He must be of "good moral character." Teaching by example as well as by text-book, he should be free from all moral stain. The teacher, to a very large extent, reproduces himself in the taught. Hence, the pupils should see in him, so far as practicable, the incarnation of all the virtues. Has a single teacher in the State been seen intoxicated by his pupils? Has he uttered a profane word in their hearing? Does he resort to the gambling-saloon or frequent the den of debauchery? And does he presume, with soiled hands, to profane the sacred ark of childhood's mind? It were better that the fate of Uzzah should overtake him.

The teacher must be competent to teach the ordinary branches of an English education. To teach these branches, something else is necessary besides a knowledge of them. There must be ability in imparting and tact in inducing pupils to study. There must be some knowledge, either intuitive or acquired by observation and experience, of the workings of the human mind. Having the ability to teach, the teacher must have the willingness, the energy, without which all his ability avails nothing.

Besides these qualifications which are expressly prescribed in the school law, others might be named. Neatness of person and grace of manner, every teacher should cultivate. Slovenliness in the teacher begets slovenliness in the pupil. The undignified port and graceless movements of the teacher are reflected in similar qualities in the pupil. The teacher daguerreotypes his character, manner, habits of thought, peculiarities of feeling, etc., upon the impressible mind of the youth. The teacher should find a congeniality in his work. He should labor to discharge his duties, not reluctantly, but willingly, gladly. Something higher than

a mere "bread-and-butter" consideration should actuate the educator. Philanthropy's holy fire should quicken his energies and give additional zest to his labors.

The Teacher's Work.—The teacher's mission—are there any who duly estimate it? The farmer manipulates a soil which, although it gives a generous return for the labor bestowed upon it, sympathizes not with his spirit. It breathes not, speaks not, feels not; it is entirely passive under the most intelligent and solicitous hand. The cultivator of mind, however, expends his labor upon a soil—the garden of the soul—which, in a measure at least, sympathetically responds to every touch, to all the intelligence and thought brought to bear upon it. The chisel of Praxiteles fashioned the creations of his genius—creations which won the applause of the world, but mouldered and lost their peerless perfection under the destructive touch of time. Socrates and Plato, however, sculptured forms of beauty and grandeur of mind, a marble as indestructible as the fabled Luz of Talmudic lore, unaffected by air, water, fire, or time. Apelles and Protegenes transferred the beauty of sun, and stream, and flowers, and face, and forms to canvas, which soon loses its lines of grace and color. But Aristotle and Seneca left their master-pieces inscribed upon the tablets of mind, a canvas whose tracings will remain undimmed when the sun will have lost its effulgence.

Just as Michæl Angelo discovered and "let the angel out" of the unshapely piece of marble, the teacher should see in the rude, uncultured mind the possible angel of beauty and excellence which it is his mission to develop. In the sacred temples of the Orient, the traveler frequently sees a beautiful lily growing out of a pot of filthy slime, symbolizing the florescence of the soul from intellectual night and moral filth into purity and beauty by the agency of right influences—all educational. The teacher who is unable to perceive and appreciate these exalted features of his work, would better take upon himself a less noble vocation—a vocation more inclined to be "of the earth, earthy." Dr. H. A. M. Henderson, State Superintendent of Public Instruction of Kentucky, in his report for the year ending June 30, 1876, eloquently says:

"The teacher should undertake his business with a full consciousness of right motive. He may, indeed, pursue it for a temporary livelihood, while intending to prepare himself for other fields of usefulness; but if, while doing this, he feels in anywise degraded, and that that at which he is aiming is something higher, then he is indeed a pitiable object. There can be no profession surpassing in importance, and therefore in dignity, this work of a faithful teacher. It is a work that has, when faithfully performed, higher rewards than money. The Son of God himself scarcely wears a higher title than that of 'The Great Teacher.' When he sent his Apostles out, endowed with power from on high, and assured of his continual presence to the end of the world, his commission read: 'Go and teach all nations.' The man or woman I intrust with the mental and moral training of my dear children must enjoy my confidence. I cannot afford, when he has fouled the springs of my child's heart, to be indemnified by the paltry excuse, 'I did it ignorantly.' What would I think of the pharmaceutist who gives my child arsenic for quinine, and tries to console me as I weep over his cold body, 'I didn't mean to do it.' Ah! ignorance is no worthy plea; and unless he has entered on his task in the fear of God, and with a heart for the children he is to instruct, it would be better for him that he had never been born. Offend *one* of these little ones, and it were better for him that a mill-stone were hanged about his neck and he cast into the sea.

"Oh! let not, then, unskillful hands attempt
To play the harp whose tones, whose living tones,
Are left forever in the strings. Better far
That Heaven's lightnings blast his very soul,
And sink it back to chaos' lowest depths,
Than knowingly, by word or deed, he send
A blight upon the trusting mind of youth.

"And what are we to think of the parent who, from parsimony, suffers those illy-prepared for their work to manipulate that delicate and precious thing, his children's minds? Who will 'put up' with any teacher who will be content to teach for the 'draw?' Ah! did they but know the value of a good teacher, they would retrench every other expenditure, if necessary, to

obtain the means with which to secure his services for the mental and moral training of their offspring. They would resolve to give them training at such hands, and take little thought of the rest. It should be the parent's honor to toil and suffer any privation for the education of his child—to begrudge nothing that it may cost, to *lay* up *in* them, if it left nothing to lay up *for* them. The light of eternity alone can disclose the worth of such a course, and the fires of judgment-day will reveal the direful curse of the hoards which irrational wealth lays up for its children, and the loss of noble endeavor and disciplined energy, which this worse than idle provision has entailed. And eternity only will lift the curtain and show how much of this golden harvest has been laid up in Satan's granaries, for into that rapacious store-house we verily believe the larger portion of riches hoarded for children finds its way in the end."

The human mind—have you ever thought what it is? A treasury of wonderful possibilities; a bundle of joy or grief, happiness or sorrow; a fountain of good or evil, blessing or cursing, to the world; an instrument productive of harmony or discord. Then, teacher, tremble and be thoughtful, lest you lay a rash hand upon it. Jupiter gave the crown which he had designed for the most useful of the sons of men—not to the warrior, statesman, poet, sculptor, or limner, but to the humble teacher, who had instructed them. Then, teacher, recognize the dignity of your vocation, and never let the sneer of a brainless biped at your work call a blush to your cheek.

Improvement of Teachers.—There has been a steady improvement in our teachers in educational attainments, intellectual ability, and moral tone during the past two years. This fact is the result of an improved public sentiment. The people have been more vigilant and less easily satisfied. The number of good teachers has been increased also by immigrants from other States. The organization of teachers' institutes and associations, by developing enthusiasm and inducing thoughtfulness on the part of teachers, is contributing a great deal to their improvement. Still there is an infinite work to do. Many erroneous

theories must be eliminated from the minds of teachers. Bad processes and methods in the school-room must be supplanted by better. Enthusiasm must take the place of indifference, and intelligent thoughtfulness of careless ignorance. Teachers' institutes must be more numerous and more generally attended. More educational periodicals must be taken and read. The State must gradually extend its provisions for the normal education of teachers. The people must learn how much a good teacher is worth.

The Teacher and the Character of the Pupil.—As the *teachers* of the State constitute a large element in that tribunal to which and for which this report is made, I deem it proper to publish here an extract from the report of the Principal of the State Normal School of Rhode Island, for last year:

"The constant inquiry of true teachers will be: 'What can I do for the highest good of my pupils?' The character of the pupils—the highest result of their efforts—must depend upon the motives in accordance with which they act. Some motives arise from our physical nature, others from our mental and moral nature; the lowest are the appetites; the next in rank are the desires, while superior to all other principles or motives are those furnished by our moral nature, enlightened by reflective thought. We are not to eradicate any principle of our nature, but in the home and in the school the child is to be trained to subordinate in his own mind, and by the action of his own will, lower to higher motives. This moral discipline is the most important work of the home and the school. By the teacher and the parent, children are to be trained to emancipate themselves from the dominion of appetite and desire, and to walk in the path of liberty, of which reason is the light and conscience the guide. No one in his inner life can attain to this freedom without persevering and habitual effort. Children, then, must be inured to habits of patient, persevering and cheerful effort. In order to gain the mastery of themselves, they must, in the accomplishment of daily tasks, subordinate inclination to reason and conscience. No physical force on the part of

the teacher can accomplish this. You must show the reasonableness and the rightfulness of school duties, if you would make school-work a means of moral culture. In school is to be gained not merely that knowledge which is a means of intellectual development, and which will enable one to meet the requirements of business; there, also, should be learned the requirements of true manhood. It may not be the duty of a particular teacher to teach the science of physiology, nor mental nor moral science, but it will be his duty to lead his pupils to a practical recognition of the inflexible laws of their physical, mental and moral nature. They should understand that a disregard of these laws brings physical, mental, or moral death; while self-control, in accordance with them, is life. We direct and control mental activity by the will; but the will never acts apart from motives. By attention we hold before the intellect motives, and thus influence our own wills. No better work can be accomplished by the teacher than by the daily work of the school to develop the pupil's power of attention, and the habit of fixing it upon proper objects of thought, to the exclusion of thoughts of that which is low and degrading. There is danger that teachers, while striving for intellectual results, will lose sight of the true importance and real magnitude of their moral duties as teachers. No statesman—no really thoughtful man, believes that expressive reading, or rapid and accurate computation, or knowledge of geography or grammar, (unaided) will save from profligacy and crime. Every truly patriotic citizen cherishes the public schools, and cheerfully contributes to their support, expecting that moral culture will be secured by the methods there employed, by wholesome school government and by the example and precepts of the teacher. Moral culture is the product of moral influence. The conditions of a teacher's influence are knowledge, sympathy with his pupils, and an enthusiastic purpose to make his life an unselfish service for the good of others. Let the teacher never consider that his preparation for teaching is ended. The fullest acquisition and the ripest culture are not superior to the duties imposed upon the teacher."

The whole country feeling the incalculable importance of having excellent teachers in charge of the youth of the land, many

NORMAL SCHOOLS

have been established in the different States for the special education of teachers—to teach teachers not *what* to teach so much as *how* to teach. The pupil's mind—how varied in its powers! how complex its machinery! how wonderful its workings! how diverse its products! how delicate its instruments! The teacher, to enjoy the highest success, must learn all about it. Normal schools are designed to aid him in this work. Without their help, he necessarily loses many years in empiricism; he necessarily makes many mistakes—some fatal ones. It is true that before he assumes the responsibility of moulding the natures and destinies of the young, he may make himself master of the theory of teaching; may understand very well the science of mind; it is true, also, that many make most valuable teachers who have never attended normal schools. But it must be evident that many advantages are found in schools for the special instruction of teachers, that many lessons are soon learned there which would otherwise cost years of experience. Furthermore, normal schools will ascertain who among its members will make good teachers; and, hence, act as a sieve, if nothing else.

Now, normal schools may fail to accomplish the results intended to be accomplished by them. This fact arises, not from the theory of normal schools being illusory and impracticable, but from wrong management on the part of those appointed to conduct them. It is frequently said that normal schools indoctrinate their pupils with good theories, but theories which cannot be applied in practice. Certainly no theory can be good without being correct, and no theory can be correct without being capable of being reduced to practice. It is the province of normal schools to teach no other theories than correct ones.

In addition to the Normal Department of the State University, and one or two private normal schools, the normal feature has been introduced into the Van Buren public school. The same feature now characterizes the Pine Bluff public schools. I cor-

dially endorse the recommendation of Superintendent J. M. Fish, that the normal feature be made a part of the Little Rock High School. Should Helena and Fort Smith do the same, much good would be accomplished. Of course, there are many lessons in the experience of the teacher which can never be taught in the normal school. So there are many lessons in the practice of medicine which can never be taught in medical colleges; but who doubts their importance and benefit to the country?

The country cannot rely, however, wholly upon normal schools for the education of teachers. Hence,

TEACHERS' INSTITUTES

have been aligned with them in this work. In addition to the District Normal Institutes held by the State Superintendent, several of the counties have held county institutes, some of them holding an institute every quarter. In these institutes a two-fold object has been aimed at: First, the improvement of the teacher; secondly, the impressing of the popular mind with the advantages of education—especially State education—pecuniarily, politically, socially, morally and every other way.

The first object efforts were made to accomplish, by developing in the minds of teachers more exalted conceptions of their vocation, and hence increasing their enthusiasm; by extending their information respecting methods; by awakening a spirit of thought and inquiry, the suggestiveness of the exercises being considered more important than the information directly conveyed; by strengthening and refining that *esprit de corps* which should bind together and animate those pursuing the same calling, working for the same object; by comparing different experiences, showing the elements of failure and the conditions of success; by combining energies to solve the innumerable problems that present themselves in the various departments of the teacher's work. It was proposed to accomplish the second object by lectures, addresses and essays intended for the people, showing the relation of education to individual and general wealth; its effects in the prevention of crime, statistics from different parts

of the world being adduced; its bearing upon general morality, the history of different States being examined; its influence in polishing and refining man's manners and liberalizing his thoughts; the increased effectiveness it gives to man's labors, and how this increased effectiveness is imparted; and the moral obligations under which parents rest to do all in their power for the education of their children, and how these obligations arise.

We need teachers' institutes in every county. We need that every teacher in the State attend these institutes. We need that these institutes be held frequently and that they itinerate over the different counties, so as to reach every community as far as practicable. Perhaps some officers have not organized teachers' institutes for want of information respecting them. The State Superintendent is always ready to give any information that he can about this or any other educational matter.

In one of the counties a

CONVENTION OF DIRECTORS

was held by the County Examiner. His object was to instruct them respecting their duties, how best to accomplish the ends in view, and to impart to them as much enthusiasm in the cause of education as practicable. It is readily seen that much, almost immeasurable, good might be accomplished through the right management of such a convention in every county. There is wisdom in many counselors. The directors of that district in which public schools are comparatively futile would derive profit from association and discussion with the directors of those districts in which the public schools have been successful. It is therefore earnestly recommended and hoped that every County Examiner will take measures to hold such a convention at least once a year. In addition to the informal discussions which will naturally arise on such an occasion, let there be a more formal discussion of the educational interests in the county in one or two addresses prepared by and delivered by suitable persons. The American people are said to be emphatically a talking people; and, perhaps, there is no people among whom spoken thought has so much formative and governmental force. At this stage of

our educational history we need to bring every possible influence to bear upon public sentiment in favor of our public school system.

In a large majority of the school districts in the State the schools have been characterized by

SHORT SESSIONS.

Had we sufficient funds to have longer sessions, there would still be almost insurmountable difficulties in their way in many districts. Most parents find it necessary—they think so, at least, and cannot be convinced otherwise—to use their children's labor for eight or nine months in the year; leaving only three months in the year, partly in the summer and partly in the winter season, to be spent in the school-room. Of course, this necessity for the keeping of children employed in bread-earning pursuits rather than in the school-room exists more in fancy than in fact. But this imaginary necessity has as much influence in keeping children out of school as if it actually existed. Then, to insure a larger attendance at school and render longer sessions practicable, parents' sense of obligation to educate their children must be increased either through the moral suasion of a better informed public sentiment, or through the more palpable suasion of a statute providing for some wisely-limited compulsion in the matter.

LONGER SESSIONS

are certainly desirable. With the student learning a little in three months and forgetting most of it in the other nine months, and what is worse, losing also the habits of study he may have commenced to acquire, the short session of three months is far from economical in an educational point of view. But how to have longer ones is the question. In town districts and other populous districts where there is a sufficient number of children not engaged in labor to justify schools of a longer term, such schools can be easily had. The impracticability of longer sessions is not in the raising of sufficient revenues—that is an easy problem—but it is in the necessity for keeping children at work to

earn their bread. This obstacle can be partially, largely, overcome in time; entirely, never, perhaps.

The sparseness of population in a majority of the districts, conjoined with the necessity, real or supposed, for keeping children employed in bread-earning pursuits, results in the evil.

VERY SMALL SCHOOLS.

There have been some instances where, for days together, the teacher has had only two or three pupils. This necessarily involves more or less waste of the school revenues, there being no adequate return for the money expended. This evil may be largely prevented by directors having the school taught when the children will have the leisure to attend, and suspended during times of general employment. It is more economical to have a full school for two months than to have school a month longer but without any attendance. Some directors, by availing themselves of the leisure season, both in the winter and in the summer, solve the problem of attendance without difficulty. Others, less considerate, have schools alternately too crowded and too little attended. Mississippi, Virginia, and other States, to guard against the waste of school funds upon very small schools, provide by law that the school shall have a certain average attendance. If the average attendance falls below the standard, the teacher's salary is proportionately diminished. This provision of law is, of course, hard on thinly-settled and necessitous districts. But there can be no law which bears exactly alike upon all. "The greatest good to the greatest number" is what we must labor for in our schools, as well as in other departments of government.

There has been, on the part of some of our educators and educational officers, a cry for a greater

CENTRALIZATION OF FORCE AND AUTHORITY IN OUR EDUCATIONAL SYSTEM.

The cry is, let all the school tax, or at least a larger proportion of it, be levied and collected by the State. Take our educational matters out of the hands of the districts. Make a strong

law. Put more of the *shall* element and less of the *may* in it. The effect of such a course would be beneficial at first; but ultimately might be injurious. In the incipiency of a free school system, while it is unappreciated, while the people care nothing about it, there is certainly more necessity for centralizing the force and authority pertaining to it than when it has been thoroughly established, and has grown up in the affections of the people. But there is a limit, beyond which if centralization be carried, the public sentiment, the moulder of the destinies of republican governments will rebel so strongly as to defeat the object in view. The problem for wise legislators is to ascertain the golden mean between too much and too little centralization. As our school system becomes more and more firmly established, and our people more and more interested in it, and more and more careful to guard it from abuse, it may be placed more completely in their hands, entrusted more entirely to their management. Says one: "Where districts have so much power in a school system, particularly in its infancy, abuses frequently occur." Very true, but these abuses, very fortunately, come under the immediate eye of the people of the district, and lead to their own correction.

I will again notice what I adverted to in my report for the year ending June 30, 1876—the importance of amending our State Constitution so as to increase the *maximum* of

DISTRICT SCHOOL TAX.

While there are many districts which could not avail themselves of increased revenues, if they had them, in consequence of the want of leisure for their children to attend school, still there are many others which would gladly avail themselves of authority to vote a larger district tax, that they might secure better schools. There are several special districts in which the schools are very much embarrassed because the five-mills tax does not raise an amount of funds adequate to their demands. This deficiency is met in some cases by the voluntary contributions of liberal-minded citizens. Need we any stronger evidence of the willingness of the tax-payers to vote a larger tax, if allowed to

do so? Furthermore, the necessity for making the *maximum* of district tax so small, although it doubtless existed at the time of adopting the present Constitution, does not exist now. The free schools have stronger support in public sentiment.

Attorney-General Henderson decided that the

DISTRICT SCHOOL TAX CAN BE COLLECTED IN CURRENCY,

provided that a tax in currency be specifically voted for. Many districts will be pleased to learn this. A currency tax will exempt them from many disadvantages inseparable from the payment of school taxes in State scrip.

PARENTAL VISITATION

should be largely encouraged and relied upon for the promotion of our public schools. Impressing upon the minds of the pupils the fact that their parents are observing and interested in their course at school, it encourages them to be more zealous and persistent in their efforts for improvement. The teacher is rendered more prompt and vigilant in the discharge of his duties. His erroneous methods are discovered to him, and to some extent corrected. What is better than all, it reacts most beneficially upon the parent and the community, developing a moral force in favor of the school, which is of inestimable value. This fellowship and sympathy of parent, teacher and pupil, one with another, though they cannot be weighed in pounds and ounces, or measured in yards and feet, are yet very potent for good. Besides, the parents learn the difficulties in the way of the success of the school, appreciate more exactly the *status* and work of the teacher, become more thoroughly imbued with the idea: "The school is *ours*, and of vital importance to us." Visitation by officials is thus encouraged, and general enthusiasm thus increased; and the potency of enthusiasm in any cause is amply illustrated in the world's history.

I would not forget to place emphasis upon

THE INFLUENCE OF THE PRESS

as a factor in the growth of our public school system. A Bria-

reus with a thousand times a hundred hands and an Argus with a thousand times a hundred eyes, it looks and works everywhere. It is the tube of Arabian story through which we see what is going on in any part of the world, regardless of intervening distance and obstacles. It is in morals what Archimedes' lever is in mechanics. It is the Mount Gerizim and Mount Ebal of modern times, whence blessings or curses are hurled upon the heads of the human race. To talk at one time to three hundred thousand Arkansians—the good or evil that can be done, who can measure it? Coster, Guttenburg, and Schoeffer—has the world ever produced greater benefactors? I am glad that public schools and the press are so closely related in their interests. The press, in advocating the claims of our public schools, is advancing its own interests. Its readers and supporters, where do they come from? From the educated. The more numerous the educated, the stronger the support which the press receives. But aside from the mere question of pecuniary interest, journalistic knighthood can, perhaps, find no better field for its energies than the encouragement of education. Pledged to the conservation of human weal, it must not only arrest the daring Uzzah hand which would boldly profane the ark of popular liberties, but it must guard against those insidious, serpent-like forces which glide along unseen by the populace, and if not discovered by a vigilant eye and crushed by a patriotic heel, finally fasten their fangs upon the welfare of society. Among all these hideous, almost unseen forces, ignorance and her serpent brood, most loathsome, crawl along in their slime, more to be dreaded than the fiery serpents which stung the wandering Israelites. Is not the press the Jason to whom we must look to kill this terrible dragon and pull out her poisonous teeth?

Recognizing the power of the press—the greatest, short of Omnipotence—early in the year I addressed a circular to the members of the press, referring to the relationship sustained by it to our public schools, and asking its cordial co-operation in maturing and developing our public school system. I would here express my thanks for the assistance rendered, and the

hope that its trenchant blade will still continue to do noble execution in cutting down opposition to our free schools.

I know that an able English writer contends that the press is nothing but a splendid looking-glass to reflect public opinion. But it is patent to those whose eyes are open that, while it mirrors public sentiment, it also, even when most venal, directs public thought. Let the press, then, faithful to the interests of humanity and by consequence to its own, its escutcheon undefiled, see to it that so far as practicable the barque of public thought is rightly steered.

I do not deem it amiss to refer in this report to the

RELATIONSHIP OF EDUCATION TO IMMIGRATION.

That we need an increased population for the adequate development of our resources, for the advantageous utilization of our abundant blessings in the way of soil, minerals, climate, timber, water-courses, etc., admits of no question. It is density of population and aggregation of means that justifies the building of fine, well macadamized roads instead of the unworked caricatures which ramify throughout the country. It is increased population that renders practicable the erection of fifty-thousand-dollar school-houses and elegant churches, instead of the miserable apologies which fleck the land. It is increased population that drains and reclaims the swamp, and converts it into an elysium of surprising fertility and salubrity, instead of leaving it the chemical laboratory in which Death compounds his poisonous miasma for the destruction of mankind. It is increased population that lays its hand upon the swiftly flowing stream, and enslaves its Titanic strength in our manufactories, instead of allowing it to fritter away its valuable force unutilized.

But the immigration which accomplishes the end we desire must be intelligent and industrious. It is possible for immigration to be a curse rather than a blessing. Instead of proving a tide of gold, bearing the elements of solid prosperity upon its crest, it may prove a flood of ignorant, loafing and unmanly sponging. Although this is not very probable, still immigration to our State will savor of ignorance, indolence, improvi-

dence, and general worthlessness, in direct proportion to the lack of inducement for energy, enterprise, intelligence, industry, providence, and all the elements of thrift to come with their almost magical powers and beneficently transform our country. I believe there can be no stronger magnet for the attraction of these desirable qualities than the vigorous encouragement of our public schools. A short time since the idea gained some currency in the newspapers, "Let us make haste slowly in building up our free schools; let us be content with the little we have done, and wait for immigrants from States of more experience in free schools to show us how to successfully build up ours." It is evident, upon a moment's thought, that such reasoning is largely fallacious. Although a population experienced in and appreciating public schools would contribute very much to the successful management of our free schools, still we cannot expect such population from abroad till we ourselves have shown a commensurate interest in the matter. Again, it is urged, "We need immigration before we can do much with our public schools, because public schools are compatible only with a dense population—a very appropriate thing for the town, or wealthy, crowded country community, but not practicable in the thinly-settled country district." Of course, public schools are dependent upon population and wealth; but, costing from twenty-five to fifty per cent. less than private schools, they are practicable whenever private schools are practicable. Our wisest policy is evidently to use our little means—to invest our one talent—to the best advantage; not wait for immigration to build up our free schools, but build up our free schools to encourage desirable immigration.

THE STATE TEACHERS' ASSOCIATION.

This institution held its last annual session on the 29th, 30th, and 31st of August, 1877. Quite a number of very interesting and instructive papers were read by prominent and able educators from different portions of the State, quite a number of them containing valuable suggestions which ought to be widely circulated. It is very desirable that these papers be pub-

lished. Emanating from some of the most cultured minds in the State, they would constitute an important feature of Arkansas literature. Furthermore, published and distributed throughout the State, they would prove no mean factor in the advancement and conservation of the public weal. Owing to the excitement throughout the country, consequent upon the prevalence of yellow fever, to inconvenience in traveling, and to other causes, no session was held during the present year.

ARKANSAS INDUSTRIAL UNIVERSITY, DEAF-MUTE INSTITUTE, AND INSTITUTE FOR THE BLIND.

Full and minute information can be obtained regarding these institutions from the reports that have emanated from them.

THE METRIC SYSTEM.

I allude to the Metric System in this report because I regard its introduction into our country a work of philanthropy, and deem it incumbent upon every one to do what he can toward the attainment of that object. That the United States, standing in the front rank of nations in intelligence, in inventive talent, in literature, in all that expresses the highest degree of civilization, should be so backward in throwing away her old, bungling, misconstructed system of measurement, and in adopting the far more convenient metric system, is a matter of astonishment to the intelligence of the country. Its nomenclature—how simple, how significant, how well adapted to universal application. These features, combined with its employing the decimal scale in passing from one denomination to another, and its ingenious and unvarying unit of measurement, make it the most eligible system of measurement ever devised. Long ago, Jefferson, John Quincy Adams, and Madison, gave it the heartiest endorsement. It is used in the United States Coast Surveys, and by the scientific world everywhere. It is encouraging to the philanthropy of the nation to see the American Metric Bureau making organized effort for the general introduction of this system at an early day. It is earnestly desired that teachers everywhere drill their

pupils thoroughly in the metric system, and cast their influence toward so shaping public sentiment that the earliest possible introduction of the system will be achieved.

PARTICULAR SCHOOLS.

The schools at Little Rock, Helena, Pine Bluff, Fort Smith, Van Buren, Hot Springs, and Bentonville, have been quite satisfactory during the past year. The prospect for their future is very hopeful, and leads us to expect better results. The following table will illustrate some of the most important features of these schools:

TABLE

Showing the Condition of the Public Schools at the most important points in the State.

	Pupils Enrolled.	Average Daily Attendance.	No. of Teachers.	No. of School-houses.	Amount Rec'd from Peabody Fund.	From State Tax.	From District Tax.	From Other Sources.	Total.	Whole Amount Expended.	Cost per Month for Each Pupil Enrolled.
Little Rock....	1760	1125	29	9	$2,000	$ 7,318 52	$27,171 64	$ 751 39	$ 39,241 55	$ 36,490 16	$ 1 55
Helena	383	373	8	2	1,500	705 49	7,131 55	168 10	9,503 27	6,710 73	1 15
Pine Bluff.....	648	412	8	2	600	954 74	8,530 34	.....	10,075 12	10,075 12	1 71
Hot Springs..	614	.....	9	.....	500	1,021 99	3,517 21	.....	5,039 20	4,561 10	74
Fort Smith....	437	437	6	2	400	640 87	3,795 22	1,375 00	6,211 09	3,300 00	75
Van Buren....	.....	.....	3	2	800	.....	.....	.....	.....	.....	.....
Bentonville....	300	173	7	.....	500	767 93	836 40	156 20	2,260 53	2,342 70	78

DISTRICT NORMAL INSTITUTES.

The operation of District Institutes is very unsatisfactory under the present law. To go sixty or seventy miles to an institute at an expense of five to twenty cents a mile, to pay a board bill of from one to three dollars per day while in attendance, is very justly thought to be too great an exaction from a teacher who teaches only three or four months in the year for thirty or forty dollars per month. Hence, the attendance is very naturally confined to a part of the teachers in the county in which the institute is held. To secure attendance from the more remote parts of the district, it will be necessary to provide for the payment of teachers' expenses incurred thereby. But Arkansas is not able—at least, not yet prepared to see that she is able—to make an appropriation of money for such an object while her educational interest is necessarily as small as it is.

It is therefore suggested that the State Superintendent of Public Instruction be required not to hold district institutes, but to devote the time and energy which would thus be employed to attending and encouraging county institutes.

One difficulty relating to the administration of the public school interest is to maintain

HARMONIOUS RELATIONS BETWEEN PUBLIC AND PRIVATE SCHOOLS

in the same district. Wherever there is conflict the partisans of the private school are hostile to the public school, and *vice versa*. Really, there is no occasion for conflict, if the board of directors will keep their own preference in abeyance to the good of the district. The public school being taught by the teacher of the private school, better ability can be employed and more good can be done. It is said by some that public schools are a stumbling block in the way of education; because, while insufficient themselves to meet the educational demands of the country, they discourage effort toward building up private schools. This complaint can be entirely removed by having the interests of each school district so managed as to obviate any collision between public and private schools. Collision is ruinous to both.

The complaint referred to above was one of the first urged against the public school system. By circulars and through the newspapers I have, since the commencement of my administration, endeavored to impress upon directors the importance of employing those in charge of private schools to teach the public schools also, and have a continuous school for as long a term as practicable.

It is with pleasure that I am able to say that this complaint is not urged now near so frequently as in the past.

Having spent much of my time during the past three years in the examination of the various text-books competing for public favor, and having corresponded with many prominent educators in different parts of the State, and in other States, respecting the comparative merits of the many books offered the educational world, I have concluded, in accord with the expressed judgment of many prominent teachers, to recommend the following

LIST OF TEXT-BOOKS

for use in the public schools of the State:

Spelling—Watson's Child Speller and Complete Speller.

Readers—American Educational, or McGuffey's, (not to interfere with the use of the Independent Readers in Little Rock).

Arithmetic—Robinsons' Shorter Course.

Penmanship—Payson, Dunton and Scribner, or Spencerian.

Geography—Monteith, Arkansas Edition, Maury's Physical.

Grammar—Kerl's Language Lessons, Harvey's Grammar.

Rhetoric—Hart.

Algebra—Ray.

Geometry—Loomis.

Natural Philosophy—Avery.

Physiology—Hutchinson.

Chemistry—Roscoe or Steele.

Other Natural Sciences—Steele.

It will be well to state here to directors and other educational officers that where any change of books is determined upon, pub-

lishers will sell new books in exchange for the ones previously used.

Comparatively little complaint against our public schools, their friends increasing in number all the time, better teaching ability being employed, schools being elevated in character, a greater disposition to vote the necessary tax prevailing—all these and other facts assure us of a steady advance in our public school system. May the advance continue till a neat school-house and an eligible school extend their blessings through every community.

STATISTICS.

By reference to the tabular statements herewith reported, it will be seen that many inaccuracies occur, and that many items are not reported. The financial statements made by County Examiners, in their annual reports, do not, in all cases, balance. Some of them report more money paid out than was received, and still have a balance in the treasury. Others show a greater amount received than paid out, but make no showing of the disposition of the balance.

The statements of school-houses, and other school property, is very meagerly reported, as are the statements of the number of children studying the different branches taught.

The discrepancies in the financial statements, and the absence of other and important matter in these tables, is owing chiefly to the failure of directors to properly perform the duties of their office. But few districts in any of the counties have reports of anything but the enumeration of the school population, and a great many districts have even failed to do this, although they have been supplied with proper blanks for all purposes.

Very respectfully,

GEO. W. HILL,

State Superintendent Public Instruction.

LIST OF COUNTY EXAMINERS

For Year Ending June 30, 1878.

COUNTY.	NAME.	POST OFFICE.
Arkansas	Wm. C. Honeywell	De Witt.
Ashley	Michael MucKain	Hamburg.
Baxter	J. S. Howard	Mountain Home.
Benton	J. R. Roberts	Avoca.
Boone	J. R. Hicks	Rally Hill.
Bradley	Solomon Gardner	Warren.
Calhoun	O. H. P. Richardson	Hampton.
Carroll	Isaac A. Clark	Berryville.
Chicot	C. W. Garland	Arkansas City.
Clark	John W. Wilson	Arkadelphia.
Clay	H. L. Burgess	Boydsville.
Columbia	R. T. Cole	Magnolia.
Conway	O. M. Lucas	Springfield.
Craighead	J. B. Hillis	Jonesboro.
Crawford	Berkley Neal	Van Buren.
Crittenden	R. F. Crittenden	Marion.
Cross	N. W. Norton	Wittsburg.
Dallas	Wm. C. Holmes	Princeton.
Desha	H. E. Drake	Watson.
Dorsey	George Gray	Toledo.
Drew	Wm. I. Preston	Monticello.
Faulkner	W. M. Caldwell	Conway.
Franklin	Richard H. Hooper	Ozark.
Fulton	M. T. Price	Vidette.
Garland	W. H. Barry	Hot Springs.
Grant	W. Quinn	Prattsville.
Greene	John O. Blakeny	Gainesville.
Hempstead	A. T. Deloney	Washington.
Hot Spring	R. M. Thrasher	Malvern.
Howard	John M. Somerville	Center Point.
Independence	Isaac J. Long	Batesville.
Izard	John H. Woods	La Crosse.
Jackson	Frankin Doswell	Jacksonport.
Jefferson	J. C. Corbin	Pine Bluff.
Johnson	J. M. Adkins	Clarksville.
Lafayette	F. Thunn	Lewisville.
Lawrence	Jonn R. Gibson	Powhatan.
Lee	J. M. Daggett	Marianna.
Lincoln	D. H. Rousseau	Star City.
Little River	Zara L. Dutton	Rocky Comfort.
Logan	A. J. Ragan	Morrison's Bluff.
Lonoke	J. W. Thompson	Lonoke.
Madison	D. C. Bolinger	Huntsville.
Marion	Wm. Fielding	Yellville.
Miller	M. W. Edwards	Texarkana.
Mississippi	F. M. Petty	Osceola.
Monroe	W. H. Berry	Clarendon.
Montgomery	John A. Watkins	Mt. Ida.
Nevada	C. M. Norwood	Bluff City.
Newton	R. W. Harrison	Jasper.
Ouachita	B. F. Morgan	Camden.
Perry	R. W. Flower	Perryville.
Phillips	W. J. Vineyard	Vineyard Station
Pike	Charles E. Steele	Murfresboro.
Poinsett	J. W. Frayser	Harrisburg.
Polk	Sam. W. Keeley	Dallas.
Pope	O. H. Tucker	Atkins.
Prairie	H. M. Lynn	Hazen.
Pulaski	R. H. Parham, Jr.	Little Rock.

LIST OF COUNTY EXAMINERS—Continued.

COUNTY.	NAME.	POST OFFICE.
Randolph	W. W. Kerr	Pocahontas.
Saline	Sam. S. Scott	Benton.
Scott	W. T. Blythe	Waldron.
Searcy	John R. Robertson	Marshall.
Sebastian	R. B. Rutherford	Greenwood.
Sevier	A. J. Marsh	Locksburg.
Sharp	Robert E. Huddleston	Evening Shade.
St. Francis	J. C. Harden	Forrest City.
Stone	Milton McMurtry	Mountain View.
Union	J. B. Moore	El Dorado.
Van Buren	W. E. Wilson	Clinton.
Washington	David Bridenthal	Fayetteville.
White	B. P. Baker	Searcy.
Woodruff	C. W. Montague	Augusta.
Yell	W. B. Morrow	Dardanelle.

TABLE A.

Scholastic Population of the State and each County between the Ages of Six and Twenty-one Years, for the Year ending June 30, 1877.

Counties.	Whites.			Colored.			Total Males.	Total Females.	Total White and Colored.	Total Last Year.	Increase Over Last Year.	Decrease.
	Males.	Females.	Total.	Males.	Females.	Total.						
Arkansas	863	727	1,590	429	553	782	1,292	1,080	2,372	2,153	219	.....
Ashley	805	754	1,559	634	726	1,360	1,439	1,480	2,919	2,939	.....	20
Baxter	848	703	1,551	.....	.....	.....	.....	.....	1,551	1,386	165	.....
Benton	3,610	3 262	6,872	44	29	73	3,654	3,291	6 945	6,527	418	.....
Boone	1,956	1,770	3,726	18	9	27	1,974	1,779	3,753	1,927	1,826	.....
Bradley	626	637	1,263	319	279	598	1,045	916	1,861	1,820	41	.....
Calhoun	527	474	1,001	244	210	454	771	684	1,455	863	592	.....
Carroll	854	792	1,646	7	7	14	861	799	1,660	1,198	462	.....
Clark	1,005	879	1,884	581	534	1,115	1,586	1,413	2,999	6,262	.....	3,263
Chicot	.....	.....	.....	.....	.....	.....	.....	.....	2,678	.....	.....	.....
Clay	1,224	1,071	2,295	5	2	7	1,229	1,073	2,302	2,317	.....	15
Columbia	1,388	1,195	2,583	836	707	1,543	2,224	1,912	4,126	3,807	319	.....
Conway	.....	.....	1,335	.....	.....	134	.....	.....	1,469	2,591	.....	1,122
Craighead	.....	.....	.....	.....	.....	.....	.....	.....	2,229	.....	.....	.....
Crawford	1,504	1,421	2,925	175	196	371	1,679	1,617	3,296	3,053	243	.....
Crittenden	185	163	348	550	459	1,009	735	622	1,357	1,800	.....	443
Cross	386	327	713	80	68	148	466	395	861	1,427	.....	566
Dallas	.....	.....	.....	.....	.....	.....	.....	.....	2,275	.....	.....	.....
Desha	.....	.....	.....	.....	.....	.....	.....	.....	1,390	.....	.....	.....
Dorsey	898	696	1,594	324	300	624	1,222	996	2,218	1,936	282	.....
Drew	1,037	975	2,012	776	668	1,434	1,803	1,643	3,446	3,209	237	.....
Faulkner	.....	.....	.....	.....	.....	.....	.....	.....	2 234	.....	.....	.....
Franklin	1,745	1,486	3,231	21	22	43	1,766	1,508	3,274	2,998	276	.....
Fulton	650	611	1,261	.....	.....	.....	650	611	1,261	1,501	.....	240
Garland	872	862	1,734	177	152	329	1,049	1,014	2,063	1,817	246	.....

TABLE A—Continued.

Scholastic Population of the State and each County between the Ages of Six and Twenty-one Years for the Year ending June 30, 1877.

Counties.	White.			Colored.			Total Males.	Total Females.	Total White and Colored.	Total Last Year.	Increase Over Last Year.	Decrease.
	Males.	Females.	Total.	Males.	Females.	Total.						
Grant	674	571	1,245	63	59	122	737	630	1,367	1,151	216	.....
Greene	1,277	1,125	2,402	8	3	11	1,285	428	2,413	2,300	113	.....
Hempstead	1,300	1,228	2,528	1,339	1,329	2,668	2,639	2,557	5,196	4,615	581	.....
Hot Spring	937	893	1,880	51	41	92	988	934	1,922	1,687	235	.....
Howard	984	867	1,851	327	320	647	1,311	1,187	2,498	2,355	143	.....
Independence	1,928	1,582	3,510	186	177	363	2,114	1,759	3,873	3,409	464	.....
Izard	1,638	1,488	3,126	33	40	73	1,671	1,528	3,199	1,587	1,612	.....
Jackson	722	559	1,281	224	241	465	946	800	1,746	2,011	.....	265
Jefferson	786	747	1,533	1,801	1,671	3,472	2,587	2,418	5,005	5,766	.....	761
Johnson	1,460	1,450	2,910	78	62	140	1,538	1,512	3,050	1,286	1,764	.....
Lafayette	284	253	537	600	578	1,178	884	831	1,715	1,323	392	.....
Lawrence	1,336	1,105	2,441	64	36	120	1,400	1,141	2,561	2,399	162	.....
Lee	668	631	1,299	1,168	965	2,133	1,836	1,596	3,432	2,929	503	.....
Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	2,760	.....	.....	.....
Little River	283	264	547	371	387	758	654	651	1,305	1,304	1	.....
Logan	1,817	1,626	3,443	73	66	139	1,890	1,692	3,582	3,570	12	.....
Lonoke	1,292	1,158	2,450	417	366	783	1,709	1,524	3,233	3,024	209	.....
Madison	1,934	1,781	3,715	9	3	12	1,943	1,784	3,727	4,088	.....	361
Marion	1,100	962	2,062	5	12	17	1,105	974	2,079	1,921	158	.....
Miller	649	583	1,232	397	310	707	1,046	893	1,939	1,993	.....	54
Mississippi	643	578	1,221	281	236	517	924	814	1,738	1,514	224	.....
Monroe	482	396	878	613	523	1,136	1,095	919	2,014	1,604	410	.....
Montgomery	778	606	1,384	14	13	27	792	619	1,411	1,500	89	.....
Nevada	878	812	1,690	228	212	440	1,106	1,024	2,130	1,983	147	.....
Newton	907	880	1,787	.....	.....	.....	.....	.....	1,787	2,011	.....	224

TABLE A—Continued.

Scholastic Population of the State and Each County between the Ages of Six and Twenty-one Years, for the Year ending June 30, 1877.

Counties.	White.			Colored.			Total Males.	Total Females.	Total White and Colored.	Total Last Year.	Increase Over Last Year.	Decrease.
	Males.	Females.	Total.	Males.	Females.	Total.						
Ouachita	893	725	1,618	1,101	894	1,995	1,994	1,619	3,613	2,251	1,362	.....
Perry	383	385	768	68	56	124	451	441	892	750	142	.....
Phillips	805	738	1,543	1,768	1,774	3,542	2,573	2,512	5,085	4,428	657	.....
Pike	325	300	625	130	123	253	455	423	878	1,157	.....	299
Poinsett	316	271	587	52	47	99	368	318	686	919	.....	233
Polk	.....	.....	.....	.....	.....	.....	.....	.....	1,704	.....	.....	.....
Pope	1,739	1,614	3,351	142	112	254	1,881	1,726	3,603	3,458	157	.....
Prairie	793	666	1,459	351	335	686	1,094	1,001	2,145	1,910	235	.....
Pulaski	2,865	2,826	5,691	2,451	2,331	4,782	5,316	5,157	10,473	9,333	1,140	.....
Randolph	2,308	1,960	4,268	130	146	276	2,438	2,106	4,544	3,424	1,120	.....
Saline	1,037	852	1,889	214	173	387	1,251	1,025	2,276	2,730	.....	454
Scott	1,341	1,257	2,598	2	1	3	1,343	1,258	2,601	2,532	69	.....
Searcy	1,187	1,083	2,272	1	4	5	1,188	1,089	2,277	2,395	.....	118
Sebastian	2,621	2,405	5,026	290	226	516	2,911	2,631	5,542	2,055	3,487	.....
Sevier	68	574	1,257	177	168	345	860	742	1,602	1,781	.....	179
Sharp	1,337	1,241	2,578	39	37	76	1,376	1,278	2,654	2,846	.....	192
St. Francis	725	566	1,291	315	288	603	1,040	854	1 894	1,881	13	.....
Stone	544	525	1,069	14	18	32	558	543	1,101	956	145	.....
Union	849	830	1,679	750	684	1,434	1,599	1,514	3,113	3,760	.....	647
Van Buren	885	743	1,628	3	7	10	888	750	1,638	1,639	.....	1
Washington	3,603	3,375	6,978	113	131	244	3 716	3 506	7,222	6,913	309	.....
White	1,830	1,608	3,438	238	224	462	2,066	1,832	3 900	2,736	1,164	.....
Woodruff	536	498	1,034	443	485	928	979	983	1,962	1 977	.....	15
Yell	1,741	1,534	3,276	198	128	326	1,939	1,662	3,601	4 525	.....	924
Total	75,086	67,528	143,949	22,553	20,963	43,518	95,929	86,018	203,567	180,950	22,761	10,396

TABLE B.

A Statement by Counties of the Number of Pupils in Each of the Branches Taught, for the Year ending June 30, 1877.

Counties.	Orthography.	Reading.	Penmanship.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geography.	History.	Higher Branches.	Whole No. Taught.	Per ct. of School Population in Attendance.	Last Year.	Increase.	Decrease.
Arkansas	116	76	43	102	56	24	12	10	5	322	13.5	.....	.....	.....
Ashley	697	573	358	168	297	123	79	71	1	699	24.0	8.7	15.3	.....
Baxter	297	187	188	.....	53	4	3	.....	.....	200	13.0	31.9	.....	18.9
Benton	873	668	146	55	464	258	153	24	166	1,575	22.6	.....	.....	.....
Boone	140	67	39	6	31	14	4	.....	.....	219	5.8	20.2	.....	14.4
Bradley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calhoun	133	82	53	12	28	23	21	4	.....	133	9.2	16 5	.....	7.3
Carroll	96	66	35	11	31	6	17	.....	.....	247	14.9	19.4	.....	4.5
Chicot	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark	510	423	215	67	139	64	29	26	4	702	20.5	.....	.....	.....
Clay	316	173	57	4	46	18	17	6	1	328	14.2	.....	.....	.....
Columbia	587	527	308	175	220	146	106	54	2	687	16.4	.....	.....	.....
Conway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Crawford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Craighead	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Crittenden	29	29	24	22	12	9	7	7	.....	79	5.8	.....	.....	.....
Cross	114	88	24	23	23	12	9	6	.....	224	26.0	.....	.....	.....
Dallas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Desha	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dorsey	142	129	70	18	53	36	25	19	1	513	23.2	6.1	17.1	.....
Drew	810	599	396	210	282	102	99	114	7	1,419	41.2	19.9	21.3	.....
Faulkner	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Franklin	100	100	68	27	35	11	2	.....	10	617	18.5	.....	.....	.....
Fulton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Garland	628	631	372	346	181	128	215	47	8	715	34.7	.....	.....	.....

TABLE B–Continued.

A Statement by Counties of the Number of Pupils in Each of the Branches Taught, for the Year ending June 30, 1877.

Counties.	Orthography.	Reading.	Penmanship.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geography.	History.	Higher Branches.	Whole No. Taught.	Per ct. of School Population in Attendance.	Last Year.	Increase.	Decrease.
Grant	192	130	81	30	41	29	16	23	.....	213	15.6	16.9	.....	1.3
Greene	250	163	76	32	79	30	6	4	2	271	11.2	.....	.....	.....
Hempstead	90	57	43	19	27	10	4	.....	.....	93	1.8	3.5	.....	1.7
Hot Spring	328	221	145	51	86	29	9	.....	10	370	19.3	.....	.....	.....
Howard	252	199	90	48	75	30	18	7	.....	597	24.0	.....	.....	.....
Independence	367	306	194	99	144	71	86	8	7	455	11.8	.....	.....	.....
Izard	106	226	80	46	20	33	20	7	.....	421	13.2	46.5	.....	33.3
Jackson	99	63	15	5	19	3	3	7	1	249	14.3	5.9	8.4	.....
Jefferson	897	586	253	223	166	45	66	8	5	2,186	43.6	.....	.....	.....
Johnson	489	384	209	103	108	53	23	1	9	811	26.6	48.2	.....	21.6
Lafayette	400	300	240	95	242	102	77	60	32	417	24.3	58.4	.....	34.1
Lawrence	213	163	85	15	33	17	19	1	.....	294	12.3	.....	.....	.....
Lee	710	669	447	205	221	116	133	.....	35	1,047	30.5	17.9	12.6	.....
Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Little River	203	114	62	28	31	9	5	.....	.....	695	53.2	13.6	39.6	.....
Logan	1,196	779	423	177	375	140	127	27	18	1,410	31.3	.....	.....	.....
Lonoke	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison	708	575	163	53	229	111	60	9	6	1,092	29.4	16.9	12.5	.....
Marion	216	124	69	.....	54	17	52	.....	.....	828	39.9	.....	.....	.....
Miller	151	117	67	8	64	41	13	9	3	201	10.4	.....	.....	.....
Mississippi	444	313	196	133	56	22	51	5	.....	520	29.8	20.6	9.2	.....
Monroe	450	495	220	131	102	144	53	52	4	753	37.3	.....	.....	.....
Montgomery	73	39	12	.....	.....	.....	.....	.....	.....	273	19.3	100.0	.....	80.7
Nevada	92	127	96	53	75	36	28	10	.....	177	8.3	3.4	4.9	.....
Newton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE B—Continued.

A Statement by Counties of the Number of Pupils in Each of the Branches Taught, for the Year ending June 30, 1877.

Counties.	Orthography.	Reading.	Penmanship.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geography.	History.	Higher Branches.	Whole No. Taught.	Per ct. of School Population in Attendance.	Last Year.	Increase.	Decrease.
Ouachita	.....	.....	.....	.....	.....	.....	.....	.....	.....	318	8 8	.....	.....	.....
Perry	128	120	30	39	49	13	17	8	.....	187	21.0	2.0	19.0	.....
Phillips	1,766	1,557	1,021	899	428	327	393	187	107	2,102	41.3	24.9	16.4	.....
Pike	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Poinsett	208	172	166	28	113	44	37	45	8	228	33.2	52.0	.....	18.8
Polk	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pope	1,132	968	689	217	426	156	135	3	23	1,337	37.0	.....	.....	.....
Prairie	298	249	173	120	77	51	83	17	5	322	15.0	2.6	12.4	.....
Pulaski	2,886	2,841	2,346	2,184	1,610	503	823	138	43	4,277	41.0	31.4	9.6	.....
Randolph	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Saline	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scott	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Searcy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sebastian	261	217	99	13	89	32	14	4	5	928	16.7	5.4	11.3	.....
Sevier	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sharp	.....	.....	.....	.....	.....	.....	.....	.....	.....	301	11.3	32.5	.....	21.2
St. Francis	285	244	230	80	130	87	93	.....	.....	381	20.1	47.5	.....	27.4
Stone	148	69	37	8	16	3	1	.....	.....	231	21.0	.....	.....	.....
Union	407	262	186	98	118	50	31	19	2	632	20.3	.....	.....	.....
Van Buren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodruff	117	98	82	79	90	64	73	63	25	184	9.4	1.1	8.3	.....
Yell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	31,150	17,354	10,671	4,565	7,251	3,586	3,367	1 97	555	33,370	.....	.....	.....	.....

TABLE D.

Statement of the Number of School Houses Reported for the Year ending June 30, 1877.

Counties.	Erected During the Year.			Erected Previously.				Total Value.	No. with Grounds inclosed.	No. Reported Last Year.	Increase.	Decrease.
	Number.	Material.	Cost.	Number.	Material.	Condition.	Cost.					
Arkansas	...	.....	.....	4	Frame	Good	$ 1,200 00	$ 1,200 00	.....	12	...	8
Ashley	...	.....	.....	25	Frame and log	15 good, 10 bad	5,475 00	5,475 00	.....	12	13	.....
Baxter	...	.....	.....	5	3 frame, 2 log	Fair	1,250 00	1,250 00	.....	13	...	8
Benton	...	.....	.....	33	19 log, 14 frame	Fair	2,790 00	2,790 00	.....	29	4	.....
Boone	1	Wood	$ 500 00	6	2 log, 4 frame	Good	1,010 00	1,510 00	.....	10	...	3
Bradley	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Calhoun	1	Log	200 00	3	Wood	Fair	325 00	525 00	.....	22	...	18
Carroll	...	.....	.....	9	Wood	Fair	1,180 00	1,180 00	.....	16	...	7
Chicot	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Clark	1	Frame	199 33	9	Wood	Good	1,100 00	1,299 33	1	18	...	8
Clay	1	Log	60 00	11	Wood	Fair	475 00	535 00	.....	20	...	8
Columbia	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Conway	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Craighead	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Crawford	...	.....	.....	23	22 wood, 1 brick	.....	2,430 00	2,430 00	.....	22	1	.....
Crittenden	...	.....	.....	6	5 frame, 1 log	Fair	925 00	925 00	.....	15	...	9
Cross	...	.....	.....	3	Wood	Fair	550 00	550 00	.....	21	...	18
Dallas	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Desha	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Dorsey	1	Frame	100 00	6	Wood	Fair	750 00	850 00	.....	14	...	7
Drew	...	.....	.....	21	9 frame, 12 log	Fair	3,910 00	3,910 00	.....	14	7	.....
Faulkner	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Franklin	...	.....	.....	1	Frame	Good	600 00	600 00		15	...	14
Fulton	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Garland	...	.....	.....	11	Wood	Fair	960 00	960 00	.....	6	5	.....

TABLE D-Continued.

Statement of the Number of School Houses Reported for the Year ending June 30, 1877.

Counties.	Erected During the Year.			Erected Previously.				Total Value.	No. with Grounds inclosed.	No. Reported Last Year.	Increase.	Decrease.
	Number.	Material.	Cost.	Number.	Material.	Condition.	Cost.					
Grant	...	...	...	16	9 frame, 7 log	Fair	$ 1,320 00	$ 1,320 00	...	16	...	...
Greene	1	Frame	$ 270 00	5	1 frame, 4 log	Ordinary	280 00	550 00	...	27	...	21
Hempstead	1	Log	150 00	17	10 frame, 7 log	Fair	2,210 00	2,360 00	...	9	9	...
Hot Spring	3	Frame	600 00	5	Log	Bad	650 00	1,250 00	...	13	...	8
Howard	...	...	...	6	Wood	Fair	900 00	900 00	...	11	...	5
Independence	...	...	...	6	4 log, 2 frame	Fair	572 50	572 50	2	10	...	4
Izard	1	Log	40 00	5	Wood	Good	400 00	440 00	...	23	...	17
Jackson	1	Frame	400 00	...	...	...	...	400 00	1	8	...	7
Jefferson	2	Frame	753 65	22	1 br., 8 fr., 12 log	Good	3,274 00	4,027 65	3	45	...	21
Johnson	...	...	...	19	11 log, 8 frame	Fair	4,860 00	4,860 00	...	38	...	19
Lafayette	1	Wood	1,600 00	4	Wood	Fair	2,575 00	4,175 00	...	2	3	...
Lawrence	...	...	...	2	1 frame, 1 log	Fair	275 00	275 00	...	7	...	5
Lee	5	Frame	1,350 00	15	13 frame, 2 log	Good	2,803 00	4,153 00	...	8	12	...
Lincoln	...	...	...	...	...	...	...	...	...	...	...	...
Little River	...	...	...	3	1 frame, 2 log	Bad	550 00	550 00	...	9	...	6
Logan	2	Frame	350 00	14	Wood	Good	1,657 00	2,007 00	2	24	...	8
Lonoke	...	...	...	3	Frame	Good	344 00	344 00	...	25	...	22
Madison	1	Log	...	28	2 frame, 26 log	Fair	3,420 00	...	...	63	...	34
Marion	...	...	...	13	8 frame, 5 log	Fair	2,690 00	2,690 00	...	15	...	2
Miller	...	...	...	1	Frame	Good	200 00	200 00	...	4	...	3
Mississippi	1	Frame	175 00	3	Wood	Fair	300 00	475 00	...	11	...	7
Monroe	...	...	...	10	Wood	Fair	900 00	900 00	...	13	...	3
Montgomery	1	Log	50 00	28	Wood	Inferior	1,350 00	1,400 00	...	16	13	...
Nevada	...	...	...	3	Log	Inferior	180 00	...	...	19	...	16
Newton	...	...	...	...	...	...	...	...	...	...	...	...

TABLE D—Continued.

Statement of the Number of School Houses Reported for the Year ending June 30, 1878.

Counties.	Erected During the Year.			Erected Previously.				Total Value.	No. with Grounds inclosed.	No. Reported Last Year.	Increase.	Decrease.
	Number.	Material.	Cost.	Number.	Material.	Condition.	Cost.					
Ouachita	2	Wood	$ 130 00	24	1 brick, 23 wood	Good	$21,003 00	$ 21,133 00	5	35	...	9
Perry	...			6	3 frame, 3 log	Fair	390 00	390 00	...	14	...	8
Phillips	...			28	20 frame, 8 log	Fair	2,443 00	2,443 00	3	45	...	17
Pike	...			...					...		...	...
Poinsett	...			10					...		...	...
Polk	...			...					...		...	...
Pope	...			9	Wood	Fair	1,465 00	1,465 00	2	20	...	11
Prairie	...			6	5 frame, 1 brick	Good	5,815 00	5,815 00	...	11	...	5
Pulaski	2	1 frame, 1 log	210 00	33	26 fr., 6 log, 1 br.	Fair	52,505 00	52,715 00	9	24	11	...
Randolph	...			6	Wood	Fair	1,800 00	1,800 00	...	12	...	6
Saline	...			3	2 frame, 1 log	Bad	100 00	100 00	1	15	...	12
Scott	1	Log	30 00	...					...	33	...	32
Searcy	...			...					...		...	...
Sebastian	3	Frame	310 00	12	1 br., 9 fr., 2 log	Fair	11,400 00	11,710 00	1	8	7	...
Sevier	...			...					...		...	...
Sharp	...			2	Log		60 00	60 00	...	16	...	14
St. Francis	...			6	Wood	Fair	4,456 50	4,456 50	...	11	...	5
Stone	...			3	Wood	Bad	115 00	115 00	...	27	...	24
Union	4	2 log, 2 frame	1,271 65	15	7 log, 8 frame	Fair	2,275 00	3,546 65	...	23	...	4
Van Buren	...			...					...		...	...
Washington	...			...					...		...	...
White	...			...					...		...	...
Woodruff	1	Wood	75 00	3	Wood	Good	840 00	915 00	...	7	...	3
Yell	...			6	4 frame, 2 log	Fair	490 00	490 00	...	27	...	21
Total	38		$8,824 63	572			$161,598 00	$ 166,792 63	30	1,003	...	...

TABLE E.

Statement of Revenues Raised for the Support of Common Schools, for the Year ending June 30, 1877.

Counties.	No. of Persons subject to per capita Tax.	From State Apportionment.	From Dist. Tax.	From Sale or Lease of Houses and Sites.	From Grants or Gifts.	Other Sources.	Total.	Total Amount Reported Last Year.	Increase.	Decrease.
Arkansas		$ 441 30					$ 441 30	$ 1,164 60		$ 723 30
Ashley		2,601 27				$ 1,186 30	3,787 57	1,366 58	$ 2,421 29	
Baxter										
Benton		2,081 32	$ 1,080 05		$ 656 20	171 91	3,989 48	3,745 27	244 21	
Boone		989 73	526 67			37 08	1,549 48	2,464 31		914 83
Bradley										
Calhoun		1,693 28	185 51	$ 17 00		293 09	2,188 88	395 88	792 97	
Carroll										
Chicot										
Clark		355 78	420 10			30 67	756 55	3,573 05		2,816 50
Clay		1,689 84					1,689 84	1,321 30	368 54	
Columbia		3,364 98	2,997 29				6,362 27	2,142 50	4,219 77	
Conway										
Craighead										
Crawford										
Crittenden			426 40				426 40	1,228 98		802 58
Cross		107 28	132 50			2,640 38	2,880 70	1,057 21	1,823 51	
Dallas										
Desha										
Dorsey										
Drew		2,333 11	2,684 45			3 50	5,021 06	7,500 04		2,478 98
Faulkner										
Franklin		945 50					945 50	1,789 87		844 37
Fulton										
Garland		1,587 57	3,599 88			687 58	5,875 03	647 74	5,227 29	

TABLE E—Continued.

Statement of Revenues Raised for the Support of Common Schools, for the Year ending June 30, 1877.

Counties.	No. of Persons subject to per capita Tax.	From State Apportionment.	From Dist. Tax.	From Sale or Lease of Houses and Sites.	From Grants or Gifts.	Other Sources.	Total.	Total Amount Reported Last Year.	Increase.	Decrease.
Grant	.....	$ 212 80	$ 219 92	.....	.....	.....	$ 432 72	$ 1,046 47	.....	$ 613 17
Greene	.....	397 93	.....	.....	.....	$ 112 00	509 93	1,534 14	.....	1,024 21
Hempstead	.....	4,194 62	.....	.....	.....	.....	6,794 73	2,075 66	$ 4,719 27	.....
Hot Spring	.....	531 89	344 50	.....	.....	372 65	1,249 04	882 80	366 24	.....
Howard	.....	1,466 18	1,608 28	.....	.....	260 51	3,238 97	379 76	2,859 21	.....
Independence	.....	1,004 89	1,095 70	.....	.....	2,250 16	4,350 75	2,312 35	2,038 20	.....
Izard	.....	1,026 96	74 47	.....	.....	123 20	1,224 64	1,281 52	.....	56 88
Jackson	.....	10 63	3,138 03	.....	.....	1,647 26	4,795 92	1,619 18	3.176 37	.....
Jefferson	.....	5,676 68	22,950 57	.....	$ 600 00	1,182 89	30,424 35	1,464 15	29,960 20	.....
Johnson	.....	1,917 72	696 77	.....	.....	631 33	3,245 82	1,757 85	1,687 97	.....
Lafayette	.....	1,639 36	1,091 65	.....	.....	84 00	2,815 01	3,864 61	.....	1,049 60
Lawrence	.....	2,208 85	.....	.....	.....	889 64	3,098 49	3,375 84	.....	277 35
Lee	.....	180 08	1,126 57	.....	.....	1,415 38	2,722 03	4,115 48	.....	1,393 45
Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Little River	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Logan	.....	6,958 18	162 00	.....	.....	1,249 48	8,369 66	3,487 94	4,881 72	.....
Lonoke	.....	622 00	583 50	.....	.....	1,289 00	2,495 50	1,944 00	551 50	.....
Madison	.....	2,729 57	.....	.....	.....	.....	2,729 57	2,119 80	609 77	.....
Marion	.....	743 43	50 00	.....	.....	8 00	801 43	1,193 78	.....	392 35
Miller	.....	880 66	953 90	.....	.....	30 75	1,865 31	228 00	1,637 31	.....
Mississippi	.....	1,213 67	1,664 15	.....	.....	210 00	3,069 82	813 51	2,256 31	.....
Monroe	.....	181 00	1,299 73	.....	.....	.....	1,480 73	963 19	517 50	.....
Montgomery	.....	179 99	43 00	.....	.....	.....	222 99	1,186 65	.....	963 66
Nevada	.....	673 05	.....	.....	.....	.....	673 05	1,394 16	.....	721 11
Newton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE E—Continued.

Statement of Revenues Raised for the Support of Common Schools, for the Year ending June 30, 1877.

Counties.	No. of Persons subject to per capita Tax.	From State Apportionment.	From Dist. Tax.	From Sale or Lease of Houses and Sites.	From Grants or Gifts.	Other Sources.	Total.	Total Amount Reported Last Year.	Increase.	Decrease.
Ouachita	.....	$ 1,420 84	1,877 02	.....	$ 766 03	.....	$ 4,063 89	$ 1,564 49	$ 2,499 40	.....
Perry	.....	737 99	76 93	.....	.....	.....	814 92	521 40	320 52	.....
Phillips	.....	1,577 61	11,793 37	.....	1,498 13	$ 348 12	15,217 24	1,673 83	13,533 41	.....
Pike	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Poinsett	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Polk	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pope	.....	4,189 50	297 50	.....	.....	385 96	4,872 96	1,771 10	5,101 86	.....
Prairie	.....	335 67	935 27	.....	.....	341 49	1,612 43	1,441 33	171 10	.....
Pulaski	.....	14,481 44	28,237 06	.....	2,000 00	3,606 64	51,331 94	71,882 63	.....	$20,550 69
Randolph	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Saline	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scott	.....	158 72	.....	.....	.....	1,046 00	1,204 72	1,605 87	.....	401 15
Searcy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sebastian	.....	1,691 38	3,795 22	.....	1,375 00	1,885 94	8,747 54	3,497 76	5,249 78	.....
Sevier	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sharp	.....	961 77	.....	.....	.....	.....	961 77	1,959 45	.....	997 68
St. Francis	.....	1,308 34	1,859 48	.....	.....	.....	2,167 82	5,862 57	.....	3,694 75
Stone	.....	118 35	.....	.....	.....	.....	118 35	612 04	.....	493 39
Union	.....	1,579 42	2,412 46	$ 1,607 84	430 26	.....	6,029 98	1,876 54	4,153 44	.....
Van Buren	.....	1,293 89	.....	.....	.....	.....	1,293 89	906 14	387 75	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodruff	.....	.....	350 00	.....	.....	.....	350 00	813 17	.....	463 17
Yell	.....	4,054 28	718 87	.....	.....	.....	4,773 15	1,853 77	.....	2,919 38
Total	.....	$85,268 08	$ 101,407 77	$ 1,624 84	$ 7,325 62	$24,420 97	$ 226,005 12	$ 194,445 84	$99,496 21	$44,572 57

TABLE F.

Statement of the Revenues Expended for the Support of the Common Schools and the Balance on hand June 30, 1877.

Counties.	Teachers' Wages.	Purchasing House or Site.	Building and Repairing.	Other Purposes.	Total.	Amt. Reported Last Year.	Balance Unexpended.
Arkansas	$ 496 66		$ 28 50	$ 85 00	$ 534 01		$ 100 36
Ashley	2,168 89			121 00	2,289 89	$ 1,217 79	1,499 32
Baxter							
Benton	3,925 80			503 15	4,428 95		1,121 27
Boone	1,165 13		23 00		1,188 13	1,304 97	295 13
Bradley							
Calhoun	510 00			169 40	679 40	190 00	1,336 66
Carroll						695 00	2,163 98
Chicot							
Clark	2,253 95		210 33	15 00	2,479 08		824 12
Clay	1,262 60		7 00	13 00	1,282 60		521 67
Columbia	2,486 00			64 00	2,550 00		
Conway							
Craighead							
Crawford							
Crittenden	401 00			25 40	426 40		
Cross	1,296 00			25 11	1,321 11	1,881 50	1,639 21
Dallas							
Desha							
Dorsey					752 00		66 60
Drew	5,699 35		178 42	713 43	6,586 20	9,048 87	875 92
Faulkner							
Franklin	1,079 00				1,079 00		609 22
Fulton							
Garland	3,972 75		869 10		4,841 85		1,064 71

TABLE F—Continued.

Statement of the Revenues Expended for the Support of the Common Schools, and the Balance on hand June 30, 1877.

Counties.	Teachers' Wages.	Purchasing House or Site.	Building and Repairing.	Other Purposes.	Total.	Amt. Reported Last Year.	Balance Unexpended.
Grant	$ 1,256 00	.....	.....	$ 10 00	$ 1,266 00	$ 697 00	$ 91 33
Greene	1,123 00	.....	$ 30 25	.....	1,153 25	.....	247 22
Hempstead	4,933 61	.....	.....	466 86	5,420 47	.....	1,898 20
Hot Spring	1,384 65	.....	.....	.....	1,384 65	.....	1,304 00
Howard	1,098 51	$ 8 00	37 00	1,461 22	2,604 74	.....	795 38
Independence	2,385 50	.....	56 67	206 20	2,648 17	.....	3,246 11
Izard	1,202 67	40 00	.....	46 00	1,288 67	1,136 33	379 83
Jackson	244 86	.....	.....	192 50	2,614 30	1,461 46	1,239 06
Jefferson	.....	.....	.....	.....	29,417 65	50 00	1,006 70
Johnson	1,909 17	5 00	15 00	33 50	1,962 67	1,213 60	1,239 89
Lafayette	1,660 00	244 80	1,600 00	.....	3,504 85	3,247 92	548 42
Lawrence	455 00	.....	.....	3 50	458 50	133 50	.....
Lee	7,805 25	428 85	792 00	383 94	9,405 69	3,789 15	4,595 52
Lincoln	.....	.....	.....	.....	.....	.....	.....
Little River	1,340 00	.....	.....	.....	1,340 00	1,186 00	40 00
Logan	.....	.....	.....	.....	6,989 84	.....	1,289 07
Lonoke	1,518 00	.....	.....	.....	1,518 00	.....	1,318 25
Madison	3,041 10	.....	.....	84 00	3,125 10	.....	779 17
Marion	899 00	.....	.....	50	899 50	.....	613 76
Miller	1,080 00	.....	13 50	40 00	1,133 50	1,019 35	731 81
Mississippi	2,431 32	.....	.....	5 00	2,436 32	1,846 50	973 50
Monroe	2,582 50	6 00	.....	113 00	2,801 50	.....	32 50
Montgomery	719 18	.....	.....	.....	719 18	.....	5,381 00
Nevada	700 00	.....	.....	.....	700 00	854 28	159 05
Newton	.....	.....	.....	.....	.....	.....	.....

TABLE F--Continued.

Statement of the Revenues Expended for the Support of the Common Schools, and the Balance on hand June 30, 1877.

Counties.	Teachers' Wages.	Purchasing House or Site.	Building and Repairing.	Other Purposes.	Total.	Amt. Reported Last Year.	Balance Unexpended.
Ouachita							
Perry	$ 727 26				$ 727 26	$ 70 00	$ 87 66
Phillips	11,325 58	$ 884 15	$ 343 81	$ 924 27	13,479 81	14,857 58	1,420 30
Pike							
Poinsett	1,325 00				1,325 00	2,217 50	
Polk							
Pope	3,821 50		2 00	567 82	4,391 32		451 64
Prairie	1,786 76		92 60	129 62	2,008 98	334 00	1,410 16
Pulaski	37,965 03	491 45	448 75	8,636 25	47,541 48	53,264 66	3,858 92
Randolph							
Saline						28 00	45 26
Scott							
Searcy							
Sebastian	5,330 50			464 26	5,794 76	1,382 95	1,012 79
Sevier							
Sharp	511 07				511 07	1,807 80	1,161 98
St. Francis	2,085 70			768 38	2,854 08	6,050 75	25 34
Stone	880 00			63 54	943 54		33 35
Union	2,672 00	354 06	1,354 24		4,380 30	2,293 00	3,048 34
Van Buren	193 00				193 00	122 00	
Washington							
White							
Woodruff						211 25	
Yell	1,012 00		9 00	374 73	1,395 73		3,395 42
Total	$ 135,121 85	$ 2,462 31	$ 6,111 17	$ 16,709 59	$ 143,330 82	$ 119,403 20	$ 55,459 10

TABLE G.

Scholastic Population of the State and each County between the Ages of Six and Twenty-one Years, for the Year ending June 30, 1878.

Counties.	White.			Colored.			Total Males.	Total Females.	Total White and Colored.	Total Last Year.	Increase Over Last Year.	Decrease.
	Males.	Females.	Total.	Males	Females.	Total.						
Arkansas	1,278	967	2,245	280	124	404	1,558	1,091	2,649	2,372	277	.....
Ashley	792	758	1,550	641	674	1,315	1,433	1,432	2,865	2,919	.....	54
Baxter	1,028	924	1,952	3	6	9	1,031	930	1,961	1,551	410	.....
Benton	.....	.....	.....	.....	.....	.....	.....	.....	7,224	6,945	279	.....
Boone	15,23	1,422	3,010	21	12	33	1,544	1,434	3,736	3,753	.....	17
Bradley	418	377	795	261	229	490	679	606	1,861	1,861	.....	.....
Calhoun	507	444	951	273	246	519	780	690	1,470	1,455	15	.....
Carroll	1,069	1,020	2,089	3	3	7	1,073	1,023	2,096	1,660	436	.....
Chicot	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark	1,459	1,195	2,654	681	673	1,354	2,140	1,868	4,008	2,999	1,009	.....
Clay	1,247	1,133	2,380	3	2	5	1,250	1,135	2,385	2,302	83	.....
Columbia	1,432	1,230	2,662	854	773	1,627	2 286	2,003	4,289	4,126	163	.....
Conway	718	716	1,434	92	98	190	810	814	1,624	1,469	155	.....
Craighead	1,194	1,061	2,255	23	27	50	1,217	1,088	2,305	2,229	76	.....
Crawford	866	795	3,521	165	199	354	1,031	994	3,875	3,296	579	.....
Crittenden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cross	314	265	579	109	88	197	423	353	776	861	.....	85
Dallas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Desha	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dorsey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Drew	1,035	936	1,971	774	721	1,495	1,809	1,657	3,761	3,209	552	.....
Faulkner	1.418	1,243	2,661	3	5	8	1,421	1,248	2,669	2 234	435	.....
Franklin	2,007	1,899	3,906	43	41	84	2,050	1,940	3,990	3,274	716	.....
Fulton	.....	.....	.....	.....	.....	.....	945	827	1,972	1,261	511	.....
Garland	51	960	1,911	204	176	380	1,155	1,136	2,291	2,063	128	.....

TABLE G—Continued.

Scholastic Population of the State and each County, between the Ages of Six and Twenty-one Years, for the Year ending June 30, 1878.

Counties.	White.			Colored.			Total Males.	Total Females.	Total White and Colored.	Total Last Year.	Increase Over Last Year.	Decrease.
	Males.	Females.	Total.	Males.	Females.	Total.						
Grant	752	664	1,416	79	76	155	831	740	1,571	1,367	204	.....
Greene	1,270	1,118	2,388	17	9	26	1,287	1,127	2,414	2,413	1	.....
Hempstead	1,214	1,130	2,344	1,134	1,150	2,284	2,348	2,280	5,449	5,196	253	.....
Hot Spring	933	887	1,820	110	80	190	1,043	967	2,010	1,922	88	.....
Howard	981	899	1,880	355	363	718	1,336	1,262	2,598	2,498	100	.....
Independence	2,014	1,732	3,746	176	154	410	2,190	1,886	4,076	3,873	203	.....
Izard	1,665	1,567	3,232	41	44	85	1,706	1,611	3,317	3,199	118	.....
Jackson	597	495	1,092	145	49	294	742	644	1,386	1,746	.....	360
Jefferson	643	540	1,183	1,957	1,757	3,716	2,600	2,299	5,374	5,005	269	.....
Johnson	1,540	1,528	3,068	98	77	175	1,638	1,605	3,243	3,050	193	.....
Lafayette	333	278	611	699	618	1,317	1,032	896	1,928	1,716	212	.....
Lawrence	1,313	1,119	2,432	69	56	125	1,382	1,175	2,557	2,561	.....	4
Lee	584	491	1,075	1,069	872	1,941	1,653	1,363	3,016	3,432	.....	416
Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Little River	438	388	826	450	419	869	888	807	1,695	1,305	390	.....
Logan	1,736	1,567	3,303	113	105	218	1,849	1,672	3,521	3,582	.....	61
Lonoke	625	527	1,152	298	241	539	923	768	3,457	3,235	222	.....
Madison	2,093	1,909	4,002	21	11	32	2,114	1,920	4,034	3,727	307	.....
Marion	1,200	1,027	2,227	3	11	14	1,203	1,038	2,241	2,079	162	.....
Miller	654	569	1,223	617	513	1,130	1,271	1,082	2,353	1,939	414	.....
Mississippi	618	550	1,168	292	254	346	910	804	1,714	1,738	.....	24
Monroe	469	388	857	461	352	763	930	740	1,670	2,014	.....	344
Montgomery	813	679	1,492	15	13	28	828	692	1,520	1,411	109	.....
Nevada	1,074	930	2,004	457	391	848	1,531	1,321	2,852	2,130	722	.....
Newton	.....	.....	.....	.....	.....	.....	.....	.....	2,722	1,787	935	.....

TABLE G—Continued.

Scholastic Population of the State and each County, between the Ages of Six and Twenty-one Years, for the Year ending June 30, 1878.

Counties.	White.			Colored.			Total Males.	Total Females.	Total White and Colored.	Total Last Year.	Increase Over Last Year.	Decrease.
	Males.	Females.	Total.	Males.	Females.	Total.						
Ouachita	766	759	1,525	859	845	1,704	1,625	1,604	3,229	3,613	.....	384
Perry	406	408	814	81	63	144	487	471	958	892	66	.....
Phillips	732	689	1,421	1,550	1,437	2,987	2,282	2,126	4,885	5,085	.....	201
Pike	664	601	1,265	50	63	113	714	664	1,378	878	500	.....
Poinsett	334	293	627	53	41	94	387	334	721	686	35	.....
Polk	986	830	1,816	12	11	23	998	841	1,839	1,704	135	.....
Pope	1,920	1,778	3,698	155	117	272	2,075	1,895	3,970	3,605	365	.....
Prairie	687	588	1,275	326	279	605	1,013	867	1,880	2,145	.....	265
Pulaski	.....	.....	6,105	.....	.....	5,581	.....	.....	11,686	10,423	1,203	.....
Randolph	546	478	4,815	.....	.....	.....	546	478	4,815	4,544	271	.....
Saline	927	780	1,707	170	159	329	1,097	939	2,253	2,776	.....	23
Scott	1,443	1,166	2,609	12	6	18	1,455	1,172	2,627	2,601	26	.....
Searcy	764	749	1,513	.....	.....	.....	764	749	2,306	2,277	29	.....
Sebastian	2,488	2,243	5,054	266	223	489	2,754	2,466	5,543	5,542	1	.....
Sevier	696	589	1,285	186	154	340	882	743	1,625	1,602	23	.....
Sharp	1,307	1,188	2,495	29	26	55	1,336	1,214	2,580	2,654	.....	74
St. Francis	707	633	1,340	419	386	805	1,126	1,019	2,145	1,894	251	.....
Stone	647	606	1,253	20	24	44	667	630	1,297	1,101	196	.....
Union	1,083	1,022	2,105	665	862	1,827	2,048	1,884	3,932	3,113	819	.....
Van Buren	853	709	1,673	1	1	9	854	710	1,682	1,638	44	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	8,502	7,328	1,174	.....
White	1,346	1,231	2,577	100	116	216	1,446	1,347	2,793	4,302	.....	1,509
Woodruff	286	262	792	259	218	588	545	480	1,416	1,962	.....	546
Yell	2,127	1,859	3,986	182	128	310	2,309	1,987	4,296	3,601	695	.....
Total	69,610	61,542	137,247	21,244	19,192	46,017	90,859	80,734	216,475	190,240	19,169	3,817

TABLE H.

A Statement by Counties of the Number of Pupils in Each of the Branches Taught, for the Year ending June 30, 1878.

Counties.	Orthography.	Reading.	Penmanship.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geography.	History.	Higher Branches.	Whole No. Taught.	Per ct. of School Population in Attendance.	Last Year.	Increase.	Decrease.
Arkansas														
Ashley	725	556	378	211	225	80	30	18	5	725	25.3	24.0	1.3	
Baxter	298	210	100	1	71	13	6			378	19.3	13.0	6.3	
Benton														
Boone	757	455	318	216	274	164	120	19	33	1,025	28.0	20.2	9.8	
Bradley	195	178	109	66	65	41	17	5		557	29.9		29.9	
Calhoun	286	168	10	15	74	25	10			288	19.6	16.5	3.1	
Carroll	265	147	72	36	34	18	28		3	383	18.2	19.4		1.2
Chicot														
Clark	326	230	30	34	100	49	8	16		977	24.4	20.5	3.9	
Clay	244	110	60	31	67	28	24	8	7	434	18.2	14.4	4.0	
Columbia	1,832	1,733	1,374	830	806	629	417	349	148	2,115	49.3	16.4	32.9	
Conway														
Craighead	125	86	44	6	35	14	1	1		128	5.5			
Crawford														
Crittenden														
Cross	159	86	40	27	38	4	8			159	20.5	26.0		5.5
Dallas														
Desha														
Dorsey														
Drew	182	110	50	49	52	35	17	15		426	11.3	19.9		8.6
Faulkner	78	54	108	30	61	29	30	27	4	208	7 8			
Franklin	438	377	138	142	142	55	41	6	7	613	20.6	18.5	2.1	
Fulton														
Garland	721	624	30	381	212	242	242	60	20	782	34.1	34.7		0.6

TABLE H—Continued.

A Statement by Counties of the Number of Pupils in Each of the Branches Taught, for the Year ending June 30, 1878.

Counties.	Orthography.	Reading.	Penmanship.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geography.	History.	Higher Branches.	Whole No. Taught.	Per ct. of School Population in Attendance.	Last Year.	Increase.	Decrease.
Grant	384	273	77	48	136	59	45	54	8	537	34.2	15.6	18.6	.....
Greene	301	198	50	48	57	29	21	8	.....	324	13.6	11.2	2.4	.....
Hempstead	323	230	51	76	63	26	26	9	.....	552	10.1	1.8	8.3	.....
Hot Spring	344	215	137	13	79	20	9	4	.....	351	17.5	19.3	.....	1.8
Howard	.....	.....	.....	.....	.....	.....	.....	.....	.....	118	4.5	24.0	.....	19.5
Independence	569	406	243	189	131	74	.....	.....	10	569	13.8	11.8	2.0	.....
Izard	290	114	24	29	84	5	2	5	7	471	14.1	13.2	0.9	.....
Jackson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jefferson	220	370	.....	183	114	50	62	19	.....	2,139	43.7	43.6	0.1	.....
Johnson	844	661	360	277	206	107	85	21	4	1,088	33.6	16.6	7.0	.....
Lafayette	.....	.....	.....	.....	.....	.....	.....	.....	.....	293	20.4	24.3	.....	3.9
Lawrence	725	469	153	102	141	60	67	17	3	826	32.3	12.3	20.0	.....
Lee	142	105	64	49	37	12	16	.....	.....	142	8.4	20.5	.....	12.1
Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Little River	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Logan	478	408	51	76	72	18	10	2	.....	545	15.5	31.3	.....	15.9
Lonoke	275	261	83	61	52	21	48	8	.....	436	12.6	.....	.....	.....
Madison	722	566	92	39	206	82	56	19	9	1,004	24.9	29.4	.....	4.5
Marion	243	85	35	13	41	9	.....	2	.....	434	19.4	39.9	.....	20.5
Miller	236	173	.....	53	53	43	36	5	1	293	12.5	10.4	2.1	.....
Mississippi	759	645	299	299	181	83	99	34	6	958	55.9	29.8	26.1	.....
Monroe	267	253	160	106	86	69	83	20	.....	315	19.6	37.3	.....	17.7
Montgomery	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	161	142	82	26	53	22	22	12	.....	364	12.7	8.3	4.4	.....
Newton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE H—Continued.

A Statement by Counties of the Number of Pupils in Each of the Branches Taught, for the Year ending June 30, 1878.

Counties.	Orthography.	Reading.	Penmanship.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geography.	History.	Higher Branches.	Whole No. Taught.	Per ct. of School Population in Attendance.	Last Year.	Increase.	Decrease.
Ouachita	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Phillips	755	771	.....	248	213	160	135	56	49	1,534	31.4	41.3	.....	9.9
Pike	202	121	25	57	51	20	10	.....	1	242	16.8	.....	.....	.....
Poinsett (one District only)	42	47	60	12	22	5	.....	.....	.....	60	8.3	43.2	.....	24.9
Polk	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pope	873	849	455	223	224	101	66	15	8	1,167	53.2	37.0	16.2	.....
Prairie	322	273	81	155	104	65	73	18	6	325	17.3	15.0	2.3	.....
Pulaski	2,694	2,452	12	1,499	1,547	595	957	103	909	2,982	25.5	41.0	.....	15.5
Randolph (one District only)	63	42	.....	63	46	14	.....	3	.....	63	1.3	.....	.....	.....
Saline	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18.5	.....	.....	.....
Scott	192	164	66	11	30	6	.....	.....	.....	192	7.3	.....	.....	.....
Searcy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sebastian	652	541	362	365	387	230	237	70	67	1,066	19.2	16.7	2.5	.....
Sevier	110	126	65	.....	42	16	5	.....	2	110	0.7	.....	.....	.....
Sharp	96	79	15	16	15	7	.....	.....	.....	682	26.4	11.3	15.0	.....
St. Francis (two Dists. rep. various studies)	19	10	.....	10	.....	.....	.....	.....	.....	447	20.8	21.1	00.7	.....
Stone	85	35	20	6	27	5	7	.....	.....	131	10.1	22.0	.....	10.9
Union	706	510	181	115	172	70	52	32	11	852	22.7	20.3	1.4	.....
Van Buren	390	196	46	7	55	8	11	8	.....	235	14.0	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodruff (one Dist. rep. various studies)	90	115	85	100	85	77	70	29	26	727	51.3	9.4	41.9	.....
Yell (one Dist. reported various studies)	205	195	195	193	150	150	190	107	58	1,706	39.7	.....	.....	.....
Total	21,922	17,252	6,490	6,936	8,127	4,037	4,302	1,352	1,425	33,747	.....	.....	.....	.....

TABLE K.

Statement of the Number of School Houses Reported for the Year ending June 30, 1878.

Counties.	Erected During the Year.			Erected Previously.				Total Value.	No. with Grounds inclosed.	No. Reported Last Year.	Increase.	Decrease.
	Number.	Material.	Cost.	Number.	Material.	Condition.	Cost.					
Arkansas	1	Frame	$ 100 00	5		Good	$ 1,000 00	$ 1,400 00		4	2	
Ashley				25	Frame and log		6 055 00	6,145 00		25		
Baxter	1	Log		5	Frame and log		900 00	900 00		5	1	
Benton											11	
Boone	2	Frame	1,100 00	16	Frame		3,110 00	4,210 00		7		
Bradley				9	Frame and log		307 00	307 00				
Calhoun				6	Frame and log		325 00	325 00		4	2	
Carroll				4	Frame and log		425 00	425 00		9		5
Chicot												
Clark	5									10		5
Clay	4	Log	315 00					315 00		12		8
Columbia	3	Frame and log	257 00					257 50				
Conway												
Craighead												
Crawford												
Crittenden												
Cross (a)	1	Log	1 30	1	Log	Good	50 00	50 00		3		
Dallas												
Desha												
Dorsey												
Drew	9	7 log, 2 frame	805 00	9	7 log, 2 frame		805 00	805 00	2	21		12
Faulkner				7	5 log, 2 frame	Good	857 00	857 00				
Franklin				9	Log and frame	Good	2,325 00	2,325 00		1	8	
Fulton												
Garland				7	Frame	Ordinary	790 00	790 00		11		4

TABLE K—Continued.

Statement of the Number of School Houses Reported for the Year ending June 30, 1878.

Counties.	Erected During the Year.			Erected Previously.				Total Value.	No. with Grounds inclosed.	No. Reported Last Year.	Increase.	Decrease.
	Number.	Material.	Cost.	Number.	Material.	Condition.	Cost.					
Grant	1	Log	$ 72 00	15	Frame and log	Good	$ 1,207 00	$ 1,270 60	.....	16	...	9
Greene	...	.....	.....	9	7 log, 2 frame	Fair	1,450 00	1,450 00	.....	16	3	.....
Hempstead	...	.....	.....	11	4 log, 7 frame	Bad	1,695 00	1,695 00	.....	18	...	7
Hot Spring	...	.....	.....	8	4 log, 4 frame	Good	1,025 00	1,025 00	.....	8	...	.....
Howard	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Independence	...	.....	.....	11	Frame	Average	3,050 00	3,050 00	2	6	5	.....
Izard	2	Frame	.....	1	Frame	.....	250 00	250 00	.....	6	...	3
Jackson	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Jefferson	1	Frame	300 00	20	18 frame, 2 log	10 good, 10 bad	22,460 00	26,435 00	8	24	...	3
Johnson	2	Log	100 00	19	Log and frame	Good	2,425 00	2,625 00	.....	19	2	.....
Lafayette	1	Frame	222 25	2	Frame	Good	300 00	522 25	2	19	...	16
Lawrence	3	2 frame, 1 log	300 00	2	.....	Good	.....	300 00	.....	2	3	.....
Lee	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Lincoln	2	Frame	500 00	...	.....	.....	.....	.....	.....	3	...	1
Little River	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Logan	...	.....	.....	15	7 frame, 8 log	Ordinary	2,107 00	2,107 00	.....	16	...	1
Lonoke	1	Log	6 00	2	Log	Good	210 00	210 00	.....	3	...	.....
Madison	4	Log	251 00	19	17 log, 2 frame	Average	1,930 00	2,181 00	.....	29	...	10
Marion	2	Frame	20 00	9	7 log, 2 frame	Ordinary	1,560 00	1,585 00	.....	13	...	2
Miller	...	.....	.....	1	Frame	.....	200 00	200 00	.....	1	...	.....
Mississippi	...	.....	.....	4	3 log, 1 frame	Good	530 00	530 00	.....	4	...	.....
Monroe	1	Frame	163 00	5	.....	.....	.....	.....	.....	.....	...	.....
Montgomery	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	.....
Nevada	...	.....	.....	4	Wood	1 good, 1 bad	500 00	500 00	.....	3	1	.....
Newton	...	.....	.....	...	.....	Good	2,575 00	2,575 00	.....	.....	...	.....

TABLE K—Continued.

Statement of the Number of School Houses Reported for the Year ending June 30, 1878.

Counties.	Erected During the Year.			Erected Previously.				Total Value.	No. with Grounds inclosed.	No. Reported Last Year.	Increase.	Decrease.
	Number.	Material.	Cost.	Number.	Material.	Condition.	Cost.					
Ouachita	...			9						26	...	17
Perry	...			6						6	...	.....
Phillips	2	1 frame, 1 log	$ 369 22	12	10 frame, 2 log	Good	$ 1,400 00	$ 1,570 00	.....	28	...	.....
Pike	1	Frame	55 00	7	3 frame, 4 log	Ordinary	350 00	405 00	....		...	.....
Poinsett	...			...							...	.....
Polk	...			...							...	.....
Pope	1	Frame	65 00	9	5 frame, 4 log	4 good, 5 bad	1,500 00	1,565 00	1	9	1	.....
Prairie	...			7	1 br., 3 log, 3 fr.	Good	2,690 00	2,940 00	.....	6	1	.....
Pulaski	1	Log	125 00	22	1 br., 3 log, 18 fr.			53,270 00	9	35	...	.....
Randolph	4	Wood	480 00	4	Wood	Bad	480 00	960 00	.....	6	2	.....
Saline	5	2 frame, 3 log	180 00	...				180 00	.....	3	2	.....
Scott	7	4 frame, 3 log	675 00	...		Good		675 00	.....	1	6	.....
Searcy	...			...							...	.....
Sebastian	1	Wood	599 00	15	1 br., 9 fr., 5 log	Good	1,350 00	13,049 00	1	15	1	.....
Sevier	2			5	3 frame, 2 log	Good	1,100 00	1,100 00	.....		...	.....
Sharp	3	2 log, 1 frame	264 00	2	Log	Good	65 00	329 00	.....	2	3	.....
St. Francis	...			4	3 frame, 1 log	Good	3,750 00	3,750 00	...	6	...	2
Stone	1	Log	50 00	...				50 00	.....	3	...	2
Union	1	Frame	300 00	14	8 log, 6 frame	Average good	1,240 00	1,540 00	.....	19	...	4
Van Buren	...			6	Log and frame	Bad	585 00	585 00	.....		...	.....
Washington	...			...							...	.....
White	...			...							...	.....
Woodruff (b)	...			2	Log	Good	50 00	50 00	.....	4	...	2
Yell (b)	1	Wood	750 00	2	Log	Bad	150 00		.....	6	...	3
Total	80		$ 9,439 00	400			$ 75,953 00	$ 118,513 75	25	509	83	145

TABLE L.

Statement of Revenues Raised for the Support of Common Schools, for the Year ending June 30, 1878.

Counties.	No. of Persons subject to per capita Tax.	From State Apportionment.	From Dist. Tax.	From Sale or Lease of Houses and Sites.	From Grants or Gifts.	Other Sources.	Total.	Total Amount Reported Last Year.	Increase.	Decrease.
Arkansas										
Ashley		$ 1,993 30	$ 2,547 84			$ 1,710 71	$ 6,251 85	$ 3,787 57	$ 2,464 28	
Baxter		695 04		$ 13 00		47 80	756 84			
Benton										
Boone		717 76	519 05				1,488 21	1,549 48		$ 61 27
Bradley	1,093	2,539 45	222 09			2 50	2,764 04			
Calhoun	1,018	352 07	539 35			47 41	1,103 67	2,188 88		1,085 81
Carroll (only 1 Dist. rep.)		50 00	47 92				200 16			
Chicot										
Clark		812 33	664 74				1,458 41	756 55	701 86	
Clay										
Columbia	2,115	3,496 74	3,001 50				6,469 24	6,362 27	135 97	
Conway										
Craighead										
Crawford										
Crittenden										
Cross										
Dallas										
Desha										
Dorsey										
Drew		3,333 75	2,826 97				6,160 72	5,021 06	1,139 66	
Faulkner										
Franklin						2 16	248 34	945 50		697 16
Fulton										
Garland	1,530	2,476 41	2,016 31		$ 350 00		4,842 72	5,875 03		1,032 31

TABLE I.—Continued.

Statement of Revenues Raised for the Support of Common Schools, for the Year ending June 30, 1878.

Counties.	No. of Persons subject to per capita Tax.	From State Apportionment.	From Dist. Tax.	From Sale or Lease of Houses and Sites.	From Grants or Gifts.	Other Sources.	Total.	Total Amount Reported Last Year.	Increase.	Decrease.
Grant		$ 88 24	$ 503 49			$ 168 20	$1,422 03	$ 432 72	$ 989 91	
Greene (b)		5,530 70	202 84				5,733 54	1,534 14	4,199 40	
Hempstead							2,163 53	6,794 73	905 10	$4,634 20
Hot Spring		1,759 64	394 50				2,154 14	1,249 04		
Howard										
Independence		1,020 90	1,750 38		$ 150 00		3,530 21	4,350 75		820 54
Izard		1,599 62	97 01				1,728 97	1,224 64	504 33	
Jackson										
Jefferson		3,446 76	11,034 26			12 33	15,021 55	30,424 35		15,402 80
Johnson		466 26	437 20			100 00	1,460 24	3,245 82		1,785 58
Lafayette (c)		730 53	1,801 42				2,531 95	2,815 01		283 06
Lawrence		1,054 75	394 01				1,448 76	3,098 49		1,649 73
Lee										
Lincoln										
Little River										
Logan		2,883 32	1,266 48			70 46	4,353 57	8,369 66		4,016 09
Lonoke (c)			515 09				515 09	2,495 50		1,980 41
Madison		2,592 41				95 50	2,633 91	2,729 59		95 66
Marion		426 00	30 22				636 22	801 43		165 21
Miller	1,604	1,358 13				18 94	1,377 07	1,865 31		548 24
Mississippi		274 27	1,412 56			225 00	2,959 18	3,069 82		110 64
Monroe	1,800	274 37	1,333 66				2,077 59	1,480 73	596 80	
Montgomery										
Nevada										
Newton										

TABLE L—Continued.

Statement of Revenues Raised for the Support of Common Schools, for the Year ending June 30, 1878.

Counties.	No. of Persons subject to per capita Tax.	From State Apportionment.	From Dist. Tax.	From Sale or Lease of Houses and Sites.	From Grants or Gifts.	Other Sources.	Total.	Total Amount Reported Last Year.	Increase.	Decrease.
Ouachita (c)	.....	.....	$ 85 25	.....	.....	.....	$ 3,623 71	$ 4,063 89	.....	$ 440 18
Perry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Phillips	.....	$ 1,716 97	4,394 36	.....	.....	$ 12 87	6,889 54	15,217 24	.....	8,327 70
Pike	.....	1,335 50	.....	.....	.....	.....	1,335 50	.....	.....	.....
Poinsett	307	63 87	922 00	.....	.....	200 00	1,164 09	.....	.....	.....
Polk	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pope	.....	4,210 84	522 50	.....	$ 12 00	191 14	4,936 48	4,872 96	$ 63 52	.....
Prairie	.....	733 72	1,423 89	.....	.....	86 15	2,353 15	1,612 43	740 72	.....
Pulaski	.....	6,590 21	25,800 61	.....	1,750 00	11 48	35,356 00	51,331 94	.....	15,995 84
Randolph (c)	.....	100 00	.....	.....	.....	.....	100 00	.....	.....	.....
Saline	.....	629 49	.....	.....	.....	.....	629 42	.....	.....	.....
Scott	.....	619 97	.....	.....	.....	.....	619 97	1,204 72	.....	584 75
Searcy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sebastian	.....	1,533 07	3,663 66	.....	1,405 08	258 66	7,506 25	8,747 54	.....	1,241 29
Sevier	.....	.....	.....	.....	.....	.....	2,064 86	.....	.....	.....
Sharp (c)	227	1,250 67	75 00	.....	.....	.....	1,325 67	961 77	363 90	.....
St. Francis	898	427 16	2,047 58	$ 105 00	.....	.....	2,579 74	2,167 82	411 92	.....
Stone (c)	.....	117 00	.....	.....	.....	.....	117 00	118 35	.....	1 35
Union	.....	1.378 38	1,414 89	.....	.....	1,820 15	4,984 82	6.029 98	.....	1,045 16
Van Buren	.....	519 15	.....	.....	.....	.....	519 15	1,293 89	.....	774 74
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodruff (d)	.....	570 00	.....	.....	.....	.....	570 00	350 00	220 00	.....
Yell	.....	4,838 92	3,707 00	.....	428 57	1,273 36	10,247 85	4,773 15	5.474 70	.....
Total	.....	$65,864 67	$ 77,645 63	$ 118 60	$ 4,095 65	$6,354 82	$ 170,335 12	$ 226,005 12	$18,912 07	$62,766 72

TABLE M.

Statement of the Revenues Expended for the Support of the Common Schools and the Balance on hand June 30, 1878.

Counties.	Teachers' Wages.	Purchasing House or Site.	Building and Repairing.	Other Purposes.	Total.	Amt. Reported Last Year.	Balance Unexpended.
Arkansas	$ 840 00				$ 1,290 00	$ 534 01	$ 200 00
Ashley	5,019 85				5,019 85	2,289 89	1,273 23
Baxter	635 00		$ 100 00		735 00		272 25
Benton						4,428 95	
Boone	864 26	$ 28 80			1,304 23	1,188 13	941 49
Bradley	1,453 68	1 00	19 85	$ 51 88	1,526 41		1,376 10
Calhoun	952 00			35 00	987 00	679 40	1,256 82
Carroll	50 96				153 20		2,199 75
Chicot							
Clark	1,968 30				1,968 30	2,479 08	1,333 07
Clay						1,282 60	
Columbia	5,334 00	257 50			5,591 50	2,550 00	
Conway							
Craighead							
Crawford							
Crittenden						426 40	
Cross						1,321 11	
Dallas							
Desha							
Dorsey						752 00	
Drew	4,399 31			168 13	5,047 44	6,586 20	1,518 20
Faulkner							
Franklin	2,779 37			45 79	2,825 16	1,079 00	1,597 33
Fulton							
Garland	4,717 25	300 25	16 75	161 35	5,195 60	4,841 85	1,444 99

TABLE M—Continued.

Statement of the Revenues Expended for the Support of the Common Schools, and the Balance on hand June 30, 1878.

Counties.	Teachers' Wages.	Purchasing House or Site.	Building and Repairing.	Other Purposes.	Total.	Amt. Reported Last Year.	Balance Unexpended.
Grant	$ 1,409 25	.....	$ 190 00	$ 9 00	$ 1,608 25	$ 1,266 00	$ 796 24
Greene	3,665 68	.....	269 75	25 50	3,940 83	1,153 25	1,521 36
Hempstead (a)	351 38	.....	59 81	2 82	1,702 91	5,420 47	1,294 72
Hot Spring	1,208 50	.....	.....	.....	1,358 50	1,384 65	1,390 85
Howard	.....	.....	.....	.....	.....	2,604 74	.....
Independence	2,895 97	$ 314 10	360 54	.....	.....	2,648 17	2,932 09
Izard	641 04	10 00	.....	.....	651 04	1,288 67	1,475 04
Jackson	.....	.....	.....	.....	.....	2,614 30	.....
Jefferson	13,453 75	4,120 21	103 00	1,002 00	18,688 96	29,417 65	759 67
Johnson	2,334 75	24 00	42 25	38 57	2,467 98	1,962 67	1,251 75
Lafayette (b)	2,861 50	328 20	222 25	52 70	3,464 65	3,504 85	.....
Lawrence	1,401 19	15 00	.....	.....	1,770 94	458 50	2,425 23
Lee	.....	.....	.....	.....	.....	9,405 69	.....
Lincoln	.....	.....	.....	.....	.....	.....	.....
Little River	2,923 42	50 00	40 00	.....	3,013 42	1,340 00	.....
Logan	1,478 67	.....	46 79	112 26	1,776 40	6,989 84	2,863 09
Lonoke	1,816 39	.....	.....	6 00	1,904 56	1,518 00	538 84
Madison	2,242 28	10 00	87 00	65 00	2,304 28	3,125 10	772 73
Marion	259 47	.....	.....	.....	460 47	899 50	1,112 70
Miller	1,233 10	.....	.....	.....	1,233 10	1,133 50	768 46
Mississippi	2,263 89	60 00	1 75	321 87	3,751 51	2,431 32	2,307 49
Monroe	1,308 99	112 69	6 00	48 00	1,700 68	2,801 50	710 58
Montgomery	.....	.....	.....	.....	.....	719 18	.....
Nevada	.....	.....	.....	.....	.....	700 00	.....
Newton	.....	.....	.....	.....	.....	.....	.....

TABLE M--Continued.

Statement of the Revenues Expended for the Support of the Common Schools, and the Balance on hand June 30, 1878.

Counties.	Teachers' Wages.	Purchasing House or Site.	Building and Repairing.	Other Purposes.	Total.	Amt. Reported Last Year.	Balance Unexpended.
Ouachita	.....	.....	.....	.....	$ 3,060 00	.....	$ 1,719 14
Perry	$ 827 75	.....	.....	.....	827 75	$ 727 26	.....
Phillips	4,997 31	$ 37 25	$ 82 85	$ 129 10	5,635 73	13,479 81	2,393 06
Pike	.....	.....	.....	.....	929 33	.....	98 00
Poinsett	.....	.....	.....	.....	.....	1,325 00	.....
Polk	.....	.....	.....	.....	.....	.....	.....
Pope	4,836 48	40 00	55 46	9 16	4,941 10	4,391 32	1,121 93
Prairie	1,013 75	.....	.....	13 90	1,191 65	2,008 98	1,615 87
Pulaski	17,569 63	125 00	314 45	3,229 17	21,793 60	47,541 48	4,431 93
Randolph (b)	100 00	.....	.....	.....	100 00	.....	.....
Saline	247 50	82 00	100 00	14 98	444 48	.....	23 72
Scott (b)	47 00	.....	.....	.....	47 00	.....	87 00
Searcy	.....	.....	.....	.....	.....	.....	.....
Sebastian	2,855 75	.....	391 50	196 00	6,356 93	5,794 76	1,254 60
Sevier	442 57	.....	8 16	.....	1,391 60	.....	534 88
Sharp	2,669 00	.....	.....	10 00	2,679 00	511 07	110 00
St. Francis	1,140 00	20 00	212 00	317 18	1,730 99	2,854 08	1,785 97
Stone	232 50	.....	.....	.....	332 50	943 54	129 66
Union	3,230 55	.....	214 90	221 81	4,082 26	4,380 30	2,308 44
Van Buren	754 00	.....	31 66	20 00	906 95	193 00	834 23
Washington	.....	.....	.....	.....	.....	.....	.....
White	.....	.....	.....	.....	.....	.....	.....
Woodruff	744 00	.....	.....	3 00	757 00	.....	.....
Yell	5,817 08	.....	752 38	564 44	7,573 90	1,395 73	1,418 95
Total	$ 121,397 07	$ 706 00	$ 3,729 05	$ 6,788 03	$ 148,892 97	$ 142,830 82	$ 56,661 75

NOTES TO PRECEDING TABLES.

TABLE K—(Note a) It is hardly true that a school-house cost only $1.30. (b) Value of only one school-house reported.

TABLE L—(Note a) This includes in most instances the transactions of the last two years. (b) Only one District reported. (c) Only two Districts reported.

TABLE M—(Note a) Only two Districts report as having paid teachers. (b) Only one District reported amount expended.

APPENDIX A.

Revenues Derived from State Apportionment for the Year Ending June 30, 1877.

Names of Counties.	School Population.	Amount Apportioned.
Arkansas	1,458	$ 1,316 57
Ashley	2,943	2,657 53
Baxter	1,386	1,251 56
Benton	3,449	3,114 45
Boone	3,527	3,184 88
Bradley	1,760	1,588 28
Carroll	1,605	1,449 32
Clay	2,063	1,862 89
Crawford	3,302	2,981 71
Calhoun	1,504	1,258 11
Columbia	3,807	3,437 72
Chicot	2,127	1,920 68
Clark	5,800	5,237 40
Crittenden	1,800	1,625 40
Cross	1,715	1,548 65
Conway	2,486	2,244 86
Craighead	2,100	1,896 10
Dallas	2,174	1,963 12
Drew	2,753	2,485 96
Desha	1,377	1,243 43
Dorsey	1,644	1,484 53
Faulkner	2,026	1,829 48
Fulton	1,760	1,589 28
Franklin	2,998	2,707 19
Grant	1,643	1,483 63
Greene	2,820	2,546 46
Garland	984	888 55
Hempstead	4,740	4,280 22
Hot Spring	1,491	1,346 37
Howard	2,449	2,211 45
Independence	3,600	3,250 80
Izard	1,132	1,022 20
Jackson	2,089	1,886 37
Johnson	2,756	2,488 67
Jefferson	4,473	4,039 11
Lafayette	2,397	2,164 49
Lawrence	2,496	2,253 89
Lee	2,223	2,007 36
Little River	1,011	912 93
Lincoln	2,249	2,030 85
Logan	3,495	3,155 99
Lonoke	3,024	2,730 67
Madison	3,965	3,580 40

APPENDIX A—Continued.

Names of Counties.	School Population.	Amount Apportioned.
Marion	1,921	$ 1,734 66
Miller	1,000	903 00
Mississippi	1,549	1,398 75
Monroe	1,604	1,448 41
Montgomery	1,500	1,358 50
Nevada	1,934	1,746 40
Newton	2,011	1,815 93
Ouachita	3,472	3,135 22
Perry	845	763 04
Pike	1,824	1,647 07
Phillips	2,458	2,219 57
Poinsett	744	671 83
Polk	1,022	922 87
Pope	2,507	2,263 82
Prairie	2,203	1,989 31
Pulaski	15,563	14,053 39
Randolph	3,516	3,174 95
Sharp	2,831	2,556 39
Saline	2,735	2,469 70
Scott	2,532	2,286 40
Searcy	1,515	1,368 05
Sebastian	4,781	4,317 24
Sevier	1,781	1,608 24
St. Francis	948	856 04
Stone	956	863 26
Union	3,149	2,843 55
Van Buren	1,625	1,467 38
Washington	7,826	7,066 88
White	2,868	2,89 580
Woodruff	1,184	1,069 15
Yell	3,141	2,836 32
Total	190,140	$171,701 83

APPENDIX B.

Revenues derived from State Apportionment, for the Year ending June 30, 1878.

Apportionment of the Common School Revenues, July 1, 1877.

Counties.	School Population.	Apportionment.	
		State Scrip.	U. S. Currency.
Arkansas	2,153	$ 1,420 98	$ 69 97
Ashley	2,939	1,939 74	95 91
Baxter	1,701	1,122 66	55 28
Benton	6,527	4,307 82	212 12
Boone	1,927	1,271 82	62 62
Bradley	1,820	1,201 20	59 15
Calhoun	863	569 58	28 05
Carroll	1,198	790 68	38 94
Chicot	2,127	1,403 82	69 13
Clark	6,262	4,132 92	203 51
Clay	2,317	1,529 22	75 30
Columbia	3,807	2,512 62	123 73
Conway	2,591	1,710 06	84 20
Craighead	2,100	1,386 00	68 25
Crawford	3,053	1,014 98	99 22
Crittenden	1,800	1,188 00	58 50
Cross	1,427	911 82	46 37
Dallas	2,501	1,650 66	81 28
Desha	1,438	949 08	46 74
Dorsey	1,936	1,277 76	62 92
Drew	3,209	2,117 94	104 30
Faulkner	2,194	1,448 04	71 30
Franklin	2,998	1,978 68	97 44
Fulton	1,501	990 66	48 78
Garland	1,817	1,199 22	59 05
Grant	1,151	759 66	37 41
Greene	2,300	1,518 00	74 75
Hempstead	4,615	3,045 90	149 99
Hot Spring	1,687	1,113 42	54 83
Howard	2,355	1,554 30	76 54
Independence	3,409	2,249 94	110 79
Izard	1,587	1,047 42	51 58
Jackson	2,011	1,327 26	65 36
Jefferson	5,766	2,805 56	187 40
Johnson	3,000	1,980 00	97 50
Lafayette	1,323	873 18	43 00
Lawrence	2,399	1,583 34	77 97
Lee	2,929	1,933 14	95 19
Lincoln	3,952	2,608 32	128 44
Little River	1,304	860 64	42 38

APPENDIX B—Continued.

Apportionment of the School Revenue, July 1, 1877.

Counties.	School Population.	Apportionment. State Scrip.	Apportionment. U. S. Currency.
Logan	3,570	$ 2,356 20	$ 116 03
Lonoke	3,024	1,995 84	98 28
Madison	4,088	2,698 08	132 86
Marion	1,973	1,302 18	64 12
Miller	1,993	1,315 38	64 77
Mississippi	1,514	999 24	49 20
Monroe	2,210	1,458 60	71 83
Montgomery	1,500	990 00	48 75
Nevada	1,983	1,308 78	64 45
Newton	2,500	1,650 00	81 25
Ouachita	2,251	1,485 66	73 15
Perry	750	495 00	24 38
Phillips	4,428	2,922 48	143 91
Pike	1,157	763 62	37 60
Poinsett	919	606 54	29 87
Polk	1,631	1,076 46	53 00
Pope	3,458	2,282 28	212 39
Prairie	1,910	1,260 60	62 08
Pulaski	9,333	6,159 78	303 32
Randolph	3,424	2,259 84	111 28
Saline	2,730	1,801 80	88 73
Scott	2,648	1,747 68	86 06
Searcy	2,395	1,580 70	77 84
Sebastian	2,055	1,356 30	66 19
Sevier	1,781	1,175 46	57 88
Sharp	2,846	1,878 36	92 50
St. Francis	1,881	1,241 46	61 13
Stone	1,244	821 04	40 43
Union	3,760	2,481 60	122 20
Van Buren	1,639	1,081 74	53 27
Washington	6 913	4,562 58	224 67
White	3,710	2,448 60	120 58
Woodruff	1,977	1,304 82	64 25
Yell	4,525	2,986 50	147 00
Total	195,714	$ 129,171 24	$ 6,360 70

APPENDIX C.

Apportionment of the Common School Revenue, Jan. 1, 1878.

Counties.	School Population.	Apportionment.	
		U. S. Currency.	State Scrip.
Arkansas	2,372	$ 56 93	$ 332 08
Ashley	2 919	70 06	408 66
Baxter	1,551	37 22	217 14
Bradley	1,861	44 66	260 54
Benton	6,945	166 68	972 30
Boone	3,743	89 83	524 02
Carroll	1,660	39 84	232 40
Clay	2,302	55 25	322 28
Crawford	3,296	79 1[illegible]	461 44
Calhoun	1,455	34 92	203 70
Columbia	4,126	99 02	577 64
Chicot	2,678	64 27	374 92
Clark	3,432	82 37	480 48
Crittenden	1,357	32 57	189 98
Cross	865	20 66	1[illegible]0 54
Conway	1,469	35 26	205 66
Craighead	2,229	53 50	312 06
Dallas	2,275	54 60	318 50
Drew	3,446	82 70	482 44
Desha	.....	.....	.....
Dorsey	2,218	53 23	310 52
Faulkner	2,234	53 62	312 76
Fulton	1,261	30 26	176 54
Franklin	3,274	78 58	458 36
Garland	2,063	49 51	288 82
Grant	1,367	32 81	191 38
Greene	2,413	57 91	337 82
Hempstead	5,196	124 70	727 44
Hot Spring	1,922	46 13	269 08
Howard	2 498	59 95	349 72
Izard	3,199	76 78	447 86
Independence	3,873	92 95	542 22
Jackson	1,746	41 90	244 44
Jefferson	5 005	120 12	700 70
Johnson	3,050	73 20	427 00
Lafayette	1,715	41 16	240 10
Lee	3 432	82 37	480 48
Lawrence	2,561	61 46	358 54
Logan	3,582	85 97	501 48
Lonoke	3,235	77 64	452 90
Lincoln	.....	.....	.....
Little River	1,305	31 32	182 70
Madison	3,727	89 45	521 78
Marion	2,079	49 90	291 06

APPENDIX C—Continued.

Apportionment of the Common School Revenue, January 1, 1878.

Counties.	School Population.	Apportionment.	
		U. S. Currency.	State Scrip.
Miller	1,939	$ 46 54	$ 271 46
Mississippi	1,738	41 71	243 32
Montgomery	1,411	33 86	197 24
Monroe	2,014	48 34	281 96
Nevada	2,130	51 12	298 20
Newton	1,787	42 89	250 18
Ouachita	3,613	86 72	505 82
Poinsett	686	16 46	96 04
Pope	3,605	86 52	504 70
Phillips	5,085	122 04	711 90
Prairie	2,145	51 48	300 30
Pulaski	10,423	250 15	1,459 22
Perry	892	21 41	124 88
Polk	1,704	40 90	238 56
Pike	878	21 07	122 92
Randolph	4,544	109 06	636 16
Sharp	2,654	63 70	371 56
Searcy	2,276	54 65	318 78
St. Francis	1,894	45 46	265 16
Saline	2,266	54 62	318 64
Scott	2,601	62 42	364 14
Sebastian	5,542	133 02	775 88
Sevier	1,602	38 45	224 28
Stone	1,101	26 42	154 14
Union	3,113	74 71	435 82
Van Buren	1,638	39 31	229 32
Washington	7,328	175 87	1,025 92
White	4,302	103 25	602 58
Woodruff	1,962	47 09	274 68
Yell	3,601	86 42	504 14
Total	199,417	$ 4,786 05	$ 27,918 38

Total amount of Revenue derived from State apportionment for year ending June 30, 1878:

State Scrip	$157,089 62
U. S. Currency	11,146 75
Total	$168,236 37

APPENDIX D.

LIST OF PRESENT COUNTY EXAMINERS.

COUNTY.	NAME.	POST OFFICE.
Arkansas	Robert T. Holt	De Witt.
Ashley	Michael MucKain	Hamburg.
Baxter	J. S. Howard	Mountain Home.
Benton	J. R. Roberts	Avoca.
Boone	J. R. Hicks	Rally Hill.
Bradley	J. H. Riggins	Warren.
Calhoun	O. H. P. Richardson	Hampton.
Carroll	Isaac A. Clark	Berryville.
Chicot	C. W. Garland	Arkansas City.
Clark	John W. Wilson	Arkadelphia.
Clay	H. L. Burgess	Boydsville.
Columbia	R. T. Cole	Magnolia.
Conway	O. M. Lucas	Springfield.
Craighead	J. B. Hillis	Jonesboro.
Crawford	Berkley Neal	Van Buren.
Crittenden	R. F. Crittenden	Marion.
Cross	W. C. Malone	Wittsburg.
Dallas	Wm. C. Holmes	Princeton.
Desha	H. E. Drake	Watson.
Dorsey	George Gray	Toledo.
Drew	Wm. I. Preston	Monticello.
Faulkner		Conway.
Franklin	R. F. Hooper	
Fulton	M. T. Price	Vidette.
Garland	W. H. Barry	Hot Springs.
Grant	W. Quinn	Prattsville.
Greene	John N. Johnston	Gainesville.
Hempstead	John C. Littlepage	Washington.
Hot Spring	R. M. Thrasher	Malvern.
Howard	J. M. Somerville	Center Point.
Independence	Isaac J. Long	Batesville.
Izard	John H. Woods	La Crosse.
Jackson	Frankin Doswell	Jacksonport.
Jefferson	J. C. Corbin	Pine Bluff.
Johnson	J. M. Adkins	Clarksville.
Lafayette	F. Thunn	Lewisville.
Lawrence	Jonn R. Gibson	Powhatan.
Lee	J. W. Hayes	Marianna.
Lincoln	D. H. Rousseau	Star City.
Little River	W. F. Joyner	Richmond.
Logan	A. J. Ragan	Morrison's Bluff.
Lonoke	J. F. Howell	Lonoke.
Madison	N. J. Carlock	Huntsville.
Marion	Wm. Fielding	Yellville.
Miller	W. G. Cook	Texarkana.
Mississippi	S. S. Semms	Osceola.
Monroe	W. H. Berry	Clarendon.
Montgomery	John A. Watkins	Mt. Ida.

LIST OF COUNTY EXAMINERS—Continued.

COUNTY.	NAME.	POST OFFICE.
Nevada	T. W. Hays	Prescott.
Newton	F. O. Boomer	Jasper.
Ouachita	B. F. Morgan	Camden.
Perry	R. W. Flower	Perryville.
Phillips	W. J. Vineyard	Vineyard Station
Pike	Charles E. Steele	Murfreesboro.
Poinsett	J. W. Frayser	Harrisburg.
Polk	Sam. H. Keeley	Dallas.
Pope	O. H. Tucker	Atkins.
Prairie	H. M. Lynn	Des Arc.
Pulaski	R. H. Parham, Jr	Little Rock.
Randolph	W. W. Kerr	Pocahontas.
Saline	Sam. S. Scott	Benton.
Scott	W. T. Blythe	Waldron.
Searcy	J. R. Robertson	Marshall.
Sebastian	P. J. M. McGrevey	Fort Smith.
Sevier	A. J. Marsh	Locksburg.
Sharp	R. E. Huddleston	Evening Shade.
St. Francis	A. H. Gray	Millbrook.
Stone	Milton McMurtry	Mountain View.
Union	W. F. Wallace	El Dorado.
Van Buren	Sam. W. Simpson	Clinton.
Washington	David Bridenthal	Fayetteville.
White	B. P. Baker	Searcy.
Woodruff	C. W. Montague	Augusta.
Yell	W. B. Morrow	Dardanelle.

TABLE C.

Statement of the Number of Teachers Employed During the Year Ending June 30, 1877.

Counties.	Number Employed.			Grade of Certificate.						Amount Paid Per Month.						Whole Amount Paid.	Last Year.	Increase.	Decrease.
				No. 1.		No. 2.		No. 3.		Grade No. 1.		Grade No. 2.		Grade No. 3.					
	Mal s.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.				
Arkansas	11		11	3		6		2		$ 73 33		$ 50 00		$ 41 66		$ 496 66			
Ashley	14	7	21	4	2	2	2	8	3	68 00	$ 100 00	90 00		64 00	$ 75 00	430 12	$ 1,210 00		$ 779 88
Baxter	7		7			3		4				36 77		31 90		646 48	635 00	$ 11 48	
Benton	27	4	31	10	1	13	4	3		36 75	40 00	32 33	$ 25 00	20 00		3,694 90			
Boone	2	2	4	1			1	1	1	70 00				43 33	40 00	452 00	1,304 97		852 97
Bradley																			
Calhoun	2	2	4	1	1	1	1			40 00	50 00	50 00	30 00			510 00	180 00	330 00	
Carroll	3	1	4	2		1	1			49 16		33 33	50 00			445 00	695 00		250 00
Chicot																			
Clark	16	4	20	7	2	5	1	4	1	58 40	41 50	47 60		43 75	25 00	1,807 25			
Clay	11	2	13	2			2	9		50 00				38 88		1,030 17			
Columbia	13		13	3		6		4		78 33		72 72		55 00		2,508 50			
Conway																			
Craighead																			
Crawford	18	6	24	11		7	3		3										
Crittenden	3	3	6		1			3	2		50 00			63 33	40 00	505 40			
Cross	8		8	2		2		4		115 00		87 50		50 00		316 00			
Dallas																			
Desha																			
Dorsey	8	1	9	4		3	1	1		91 66		57 50		45 00		620 00			
Drew	23	12	35	4	1	9	2	10	9	24 00	40 00	66 66	50 00	60 83	49 00	4, 43 24	2,133 24	2,010 01	
Faulkner																			
Franklin	3	2	5	1	1			2	1	97 40	97 40			48 33	15 00	529 78			
Fulton																			
Garland	5	7	12	3	1	4	4		2	70 00	55 00	42 50	35 00		25 00	3,913 75			
Grant	9		9	3		4		2		66 66		38 83		37 50		1,256 00	697 00	559 00	
Greene	5	1	6	2	1	2		1		60 00	40 00	45 00		40 00		500 00			
Hempstead	2		2			1		1				75 00		50 00		851 25	574 50	276 75	
Hot Spring	10		10	5		4		1		56 00		50 00		50 00		1,384 65			
Howard	7	2	9	6	1	1	1			77 80	60 00	50 00	50 00			1,849 00			
Independence	10	1	11	2		4	1	4		87 50		50 00	50 00	48 33		1,305 00			
Izard	8		8	5		3				67 08		68 75				806 72	1,136 33		319 61
Jackson	12	1	13	2		7	1	3		112 50		68 75	52 00	50 00		1,070 00	500 00	570 00	
Jefferson	27	7	34	10	4	6	3	11		71 00	55 00	87 00	79 00	85 00		6,330 70	50 00	6 280 70	
Johnson	12	3	15	6		3		3		53 54		48 33	43 33	43 00		632 50	1,173 75		541 25
Lafayette	8	3	11	2		3		3	2	104 17		50 00	50 00	48 17	30 00	257 00	2,250 87		1,993 87
Lawrence	12	1	13	2	1	5		5		55 00	50 00	50 00		45 00		751 00			
Lee	31	11	42	9	4	10	2	12	5	75 45	71 12	58 63	75 00	55 75	47 58	5,775 00	2,956 00	2,819 00	
Lincoln																			
Little River	7	1	8	2		4		1	1	100 00		76 66		50 00		1,340 00	1,180 00	160 00	
Logan	22	3	25	13	1	9	1		1	62 67		47 00	30 00		60 00				
Lonoke	14	2	16	6	1	3		5	1	93 75	62 50			50 00		1,518 00			
Madison	20	3	23	2		12	2	6	1	61 25		40 00	26 66	39 75	25 00	3,041 10	1,697 00	1,341 10	
Marion	10	1	11	2		6		2	1	46 33		33 88		35 00	25 00	839 50			
Miller	4	2	6	2		1		1	2	80 00		60 00		75 00	57 50	1,080 00	701 25	378 75	
Mississippi	6	9	15	4	6	1	3	1		64 00	68 38	40 00	58 33	50 00		2,431 32	1,784 00	947 32	
Monroe	13	5	18	4	1	5	2	4	2	78 75	50 00	60 00	70 00	54 50	75 00	2,560 50			
Montgomery	8	2	10		2	5		3			35 00	43 33		20 00		630 00			
Nevada	4	1	5	4			1			52 25			40 00			700 00	817 59		117 59
Newton																			
Ouachita	9	1	10		1	6		3	4							1,590 63			
Perry	5	2	7			5	2					47 00	60 00			594 00	70 00	524 00	
Phillips	30	16	46	7	2	10	10	4	4	84 16	65 00	69 52	61 60	63 82	62 66	10,974 25	9,648 29	425 96	
Pike																			
Poinsett	7		7	2		2		3		105 00		75 00		40 00		1,325 00	2,217 50		892 50
Polk																			
Pope	24		24	10		14				60 30		37 50				3 569 00			
Prairie	8	3	11	2	1	2	1	4	1	79 72		37 11	25 00	28 42	30 00				
Pulaski	43	31	74	12	15	20	15	11	1	61 50	54 00	56 70	46 20	36 50		38,186 20	27,328 20	10,858 00	
Randolph	6		6	2		3		1		55 00		50 00		30 00		926 00	980 00		54 00
Saline	2	1	3	1												245 00			
Scott																			
Searcy																			
Sebastian	11	5	16	9	4	2	1			78 65	65 25	67 50				5,330 00	1,602 70	4,327 30	
Sevier																			
Sharp	7			2		2		3				45 00				511 07	1,798 00		1,286 93
St. Francis	6	4	10	4	2	1	1	1	1	113 75	87 50	75 00	75 00	75 00	50 00	285 00	2,574 00		2,289 00
Stone	7		7			3		4				48 33		37 08		880 00			
Union	17	5	22	4	1	7	3	6	1							2 477 00	1,293 00	1,184 00	
Van Buren	17		17	5		10				54 00		37 50		32 50					
Washington																			
White																			
Woodruff	7	5	12	6	3			1		83 50	53 33		41 87	60 00		799 75	210 00	589 75	
Yell	6	1	7	1	1	4		1		75 00	50 00	49 00				1,024 00			
Total	639	187	826	218	62	252	178	166	50	$ 3,300 3	$ 1,340 98	$ 2,503 22	$ 1,123 99	$ 1,936 33	$ 731 74	$127 746 39	$75,399 67	$33 593 12	$9,377 60

TABLE I.

Statement of the Number of Teachers Employed During the Year Ending June 30, 1878.

Counties.	Number Employed.			Grade of Certificate.						Amount Paid Per Month.						Whole Amount Paid.	Last Year.	Increase.	Decrease.
				No. 1.		No. 2.		No. 3.		Grade No. 1.		Grade No. 2.		Grade No. 3.					
	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.				
Arkansas	7	2	9	1		1		3	1	$ 100 00		$ 50 00		$ 40 93		$ 1,290 00	$ 496 66	$ 793 34	
Ashley	20	4	24	5		1	1	14	3	63 00		40 00	$ 40 00	58 00	$ 55 00	3,605 00	430 12	3,174 88	
Baxter	5	1	6	2		2		1		43 33		35 00			13 00	439 00	646 48		$ 207 48
Benton																			
Boone	15	2	17	5		4		4	2	73 00		43 00		35 00	28 33	1,868 00	452 00	1,416 00	
Bradley	11	5	16			4	3	7	2			61 66	38 57	48 00	25 00	1,186 27			
Calhoun	8	2	10	4		3	1	2		46 66		37 11	35 00	30 00		965 00	510 00	455 00	
Carroll	6	3	9	1		1	1	1		44 44		50 00	33 33	35 00		895 24	445 00	450 24	
Chicot																			
Clark	16	4	20	4	1	5	2	8		50 67	$ 45 00	50 00	44 44	39 58		2,613 30	1,807 25	806 05	
Clay	14	2	16	4		3		8		63 13	35 00	40 83		40 00		2,140 00	1,030 17	1,109 83	
Columbia	28	1	29	5		15		2	3							4,734 00	2,508 50	2,225 50	
Conway																			
Craighead	3		3									48 89				180 00			
Crawford																			
Crittenden																			
Cross			12	1		2	5	4		135 00		58 33	62 50	43 75		1,809 00	316 00	1,493 00	
Dallas																			
Desha																			
Dorsey																			
Drew	10	3	13	1			1	9	2				67 50	45 61	47 50	1,580 00	4,143 24		2,563 24
Faulkner	4		4	1		2				60 00		60 00				475 00			
Franklin	16	1	17	4		9		3		65 00		52 50		55 00		1,190 00	529 78	660 22	
Fulton																			
Garland	12	6	18	8	3	1	1	8		48 00	40 00	36 00	49 00	30 00	42 50	4,333 75	3,913 75	420 00	
Grant	12	2	14	3		3		6	2	66 33		46 66		41 33	40 00	1,675 56	1,256 00	419 56	
Greene	8		8	3		3		1		52 50		50 00		40 00		1,542 79	500 00	1,042 79	
Hempstead	9		9	2		2	1	3		71 38		67 50	40 00	37 89		1,132 99	851 25	281 74	
Hot Spring	8	1	9	2			1	6		50 00			50 00	64 87		539 20	1,384 65		845 45
Howard	13	4	17	7	2	3	2	2	3	66 00	37 50	50 00	40 00	40 00		1 625 00	1,849 00		224 00
Independence	21	3	24	8		10	2	1	3							2,834 25	1,305 00	1,529 25	
Izard	8		8	5		3				44 00		60 00				691 25	806 72		115 47
Jackson																			
Jefferson	28	9	37	8	9	14	3	5	3	71 67	75 00	64 30	65 00	67 00	65 00	6,824 50	6,330 70	493 60	
Johnson	26	1	27	6		9		10		61 67		46 50		37 67	25 00	2,813 95	632 50	632 50	
Lafayette	6	1	7	1		1		1	1	62 50		62 50		67 50	50 00	445 00	257 00	188 00	
Lawrence	15	3	18	3	1	8		4	1	46 33	40 00	45 71		41 25	44 00	2,349 40	751 00	1,598 40	
Lee																			
Lincoln																			
Little River	13	5	18	5	2		8	3								2,923 42	1,340 00	1,583 42	
Logan	11	3	14	5	2	3	1	2		50 00	50 00	41 17	45 00	34 16		1,371 91			
Lonoke	18	1	19	5		6	1	6		125 67		77 30	35 00	94 17		2,337 75	1,518 00	819 75	
Madison	17	4	21	4	1	9	3	4		53 75	30 00	38 98	32 78	36 04		2,342 25	3,041 10		698 85
Marion	11	1	12	2		4		6		33 12		37 92	27 50	28 33		343 24	839 50		496 26
Miller	7	2	9	4	1	2		2		67 50	75 00	60 00		51 50	60 00	1,233 10	1,080 00	153 10	
Mississippi	12	12	24	8	4	4	4		1	58 00	62 50	53 17	51 25		45 00	3,366 89	2,431 32	935 57	
Monroe	7	2	9	3		3		5		75 00		55 00		56 50		1,533 99			
Montgomery																			
Nevada	5	1	6	2		3	1			66 33		57 78	33 00			1,104 00	700 00	404 00	
Newton																			
Ouachita	23	3	26			1		6		55 00		61 67	45 00	33 20		3,389 03	1,590 63	1,798 40	
Perry	8		8			8						35 00							
Phillips	28	19	47	11	4	12	11	6	6	72 00	58 67	58 67	39 40	59 70	30 25	5,726 80	10,974 25		5,247 44
Pike	6		6	1		3		2		85 00		58 77		66 67		929 33			
Poinsett	2	2	4	1		1		2		66 67		80 00		30 00		420 00	1,325 00		905 00
Polk																			
Pope	23		23	13		9	1			54 17		47 08	40 00			3,458 75	3 569 00		110 25
Prairie	5	4	9	1	4	3		1		100 00	60 00					953 75			
Pulaski	41	24	65	12	13	16	10	4	1							19,504 68	38,186 20		18,681 52
Randolph (one District reported)	5		5	1		1		3		30 00		40 00		30 00		100 00	960 00		860 00
Saline	3		3	3						40 83						202 50	245 00		42 50
Scott	2	4	6	1		2	6					47 00	43 75			507 00			
Searcy																			
Sebastian	13	7	20	1	9	5	5	3		55 62	46 67	47 00	36 50			4,320 00	5,330 00		1,010 00
Sevier	9	2	11	2		7	1	7	1	71 43		57 14		18 95		602 89			
Sharp	18		18	10		6	2			54 76		45 25				1,904 90	1,798 00	106 90	
St. Francis	6	3	9	4		2	2		1	66 2		45 00	50 00		45 00	1,315 00	2,574 00		1,259 00
Stone	3		3	1		2		1		47 50		30 00		33 33		332 50			
Union	27	4	31	2		11	3	12		45 0		57 14	43 33	53 00	33 33	2,685 00	2,477 00	208 00	
Van Buren	10		10	3		7				47 47		40 36				920 80			
Washington																			
White																			
Woodruff	11	2	13	5	1	1		5	1	72 50	50 00			47 60	60 00	754 00	799 75		
Yell	29	5	34	10	3	7	3	12		54 00	50 00	42 50		35 38		6,147 08	1,024 00	5,123 08	
Total	703	160	875	214	68	247	87	205	37	$ 2,929 18	$ 755 24	$ 2,370 39	$ 1,087 85	$ 1,694 32	$708 81	$121,307 10	$119,0 6 57	$30,322 37	$33,266 46